

THE CATHOLIC SCHOOL *Journal*

Volume 55

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Summer Thoughts

On page 182 a Brother of St. John Bosco presents some valuable suggestions on preparing the children for a happy vacation. You, too, need a happy vacation. The busy teacher often sighs for a bit of free time when she can sit down and plan the details of her educational campaign.

If, for you, part of this planning is to be done at a summer school, don't try to cram too much into your schedule so that you will be working harder than you were in your crowded classroom. The summer school may be beneficial mental stimulation, but it can be drudgery.

We think that the articles you will find in this June issue of your JOURNAL are quite appropriate for summer reading. You may find just the ideas you have needed for your planning. Perhaps Mrs. Folks' article about lay teachers will suggest a partial solution to your faculty problem. The pastor can at least talk with the parents about the problem.

This month we have added to the Fabric of the School section some suggestions by an engineer on the summer care of the heating plant. There are, too, the cleaning and repairing jobs to be done during the summer. And the advertisers remind you of the necessary new books, furniture, and school equipment you need. After you have attended to these matters you may go to summer school or go fishing.

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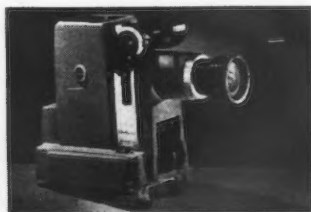
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(Zone)

Some 1954 Educational Films

(Continued from the May issue)

Glass

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Hans Clodhopper

Marjii Calvillo. Made by Jam Handy Organization. (Filmstrip) 29 frames, color, 35mm.

Heroes of Long Ago

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

The Home Community

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

How Airplanes Fly

Popular Science Publishing Co. (Filmstrip) 47 frames, color, 35mm.

How Animals Help Us: Observing Things Around Us

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

How Our Laws Are Made

Popular Science Publishing Co. (Filmstrip) 45 frames, color, 35mm.

How Plants Help Us: Observing Things About Us

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

How to Read a Narrative Poem

Popular Science Publishing Co. (Filmstrip) 49 frames, color, 35mm.

How to Read a One-Act Play

Popular Science Publishing Co. (Filmstrip) 47 frames, color, 35mm.

How to Read a Short Story

Popular Science Publishing Co. (Filmstrip) 47 frames, color, 35mm.

How to Read an Historical Novel

Popular Science Publishing Co. (Filmstrip) 46 frames, color, 35mm.

How to Read an Historical Novel: Ivanhoe Part I

Popular Science Publishing Co. (Filmstrip) 51 frames, color, 35mm.

George E. Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

The films listed herewith are a selection of movies and filmstrips issued during 1954. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The titles are arranged alphabetically.

How to Read an Historical Novel: Ivanhoe Part II

Popular Science Publishing Co. (Filmstrip) 45 frames, color, 35mm.

How Weather is Forecast

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

In Congress Assembled

New York Times. (Filmstrip) 57 frames, black and white, 35mm.

The Infinite Universe

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Japan

Dudley Pictures Corp. Released by Republic Pictures Corp. 1 reel, sound, color, 35mm.

Japan

Educational Projections. (Filmstrip) 6 filmstrips, color, 35mm.

Johnny Appleseed: A Legend of Frontier Life

Coronet Instructional Films. 15 min., sound, black and white, 16mm.

Laboratory Techniques

McGraw-Hill Book Co. Made by Training Films. (Filmstrip) 45 frames, black and white, 35mm.

Lakes, Rivers, and Their Symbols

Jam Handy Organization. (Filmstrip) 31 frames, color, 35mm.

Land Forms and Their Symbols

Jam Handy Organization. (Filmstrip) 32 frames, color, 35mm.

Land of Microbes

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

A Lesson in Courage on Washington's Birthday

Encyclopaedia Britannica Films. 6 min., sound, color, 16mm.

Liquid Air

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Magnetism

Encyclopaedia Britannica Films. 16 min., sound, black and white, 16mm.

Making Friends

Encyclopaedia Britannica Films. 11 min., sound, black and white, 16mm.

Making Yourself Understood: Introduction to Communication

Encyclopaedia Britannica Films. 14 min., sound, black and white, 16mm.

Malaya: The Fight Against an Unseen Enemy

March of Time. 28 min., sound, black and white, 16mm.

Mammals Are Interesting

Encyclopaedia Britannica Films. 12 min., sound, color, 16mm.

The Mass is a Sacrifice

Queen's Work. 31 min., sound, color, 16mm.

The Middle Colonies

Young America Films. (Filmstrip) 38 frames, color, 35mm.

Mozart and His Music

Coronet Instructional Films. 12 min., sound, black and white, 16mm.

Nature's Techniques

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

A New Nation

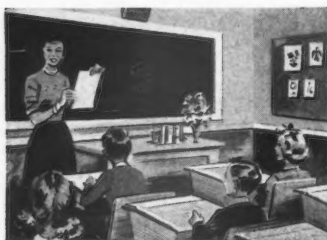
Young America Films. (Filmstrip) 41 frames, color, 35mm.

(Continued on page 8A)

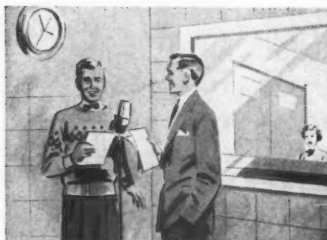
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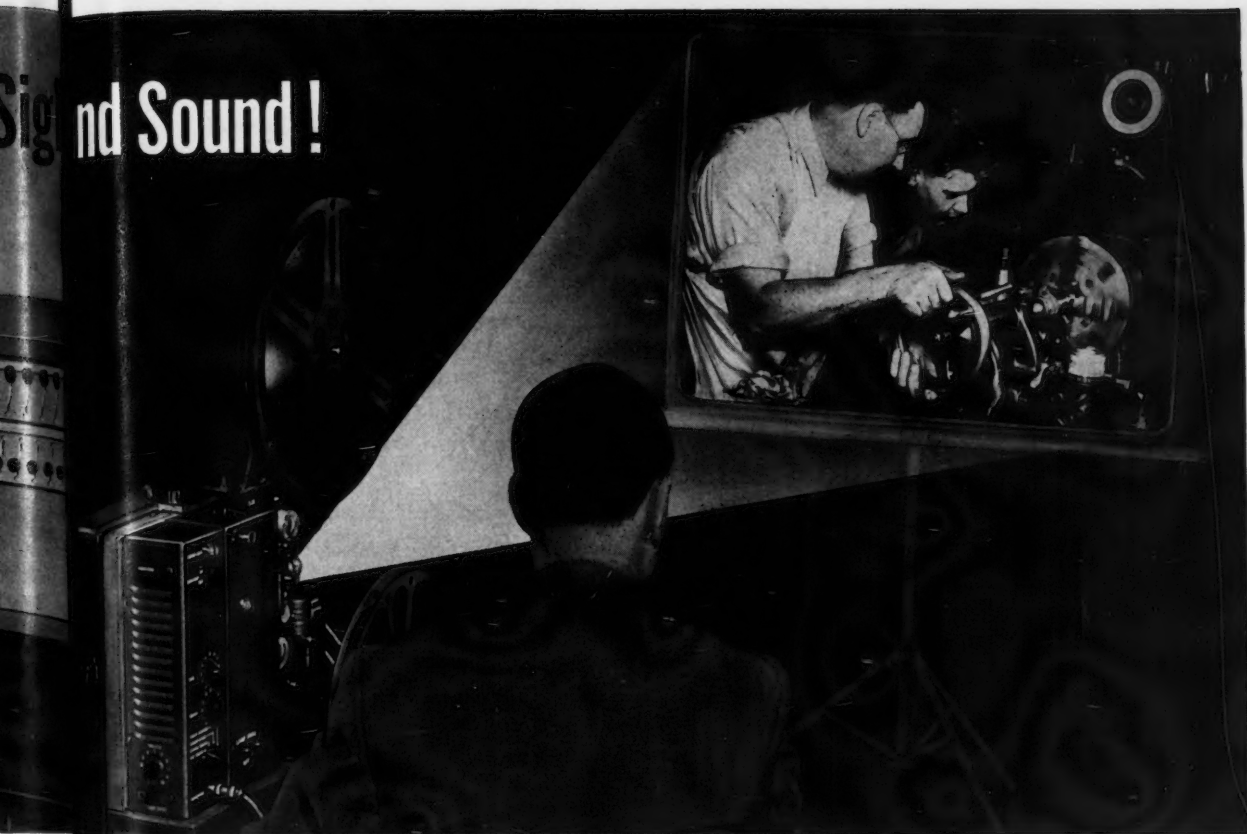
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Educational Films

(Continued from page 5A)

New Power From the Atom

New York Times. (Filmstrip) 57 frames, black and white, 35mm.

The New Venezuela

Twentieth Century-Fox Film Corp. 1 reel, sound, color, 35mm.

Nuclear Energy

McGraw-Hill Book Co. Made by Training Films. (Filmstrip) 36 frames, black and white, 35mm.

One-Volume Encyclopedias

Maxwell Desser. Released by Young America Films. (Filmstrip) 39 frames, color, 35mm.

Our Colorado

Maude Linstrom Frandsen. Made by Cineque Colorfilm Laboratories. (Filmstrip) 3 filmstrips (4 pts. each), color, 35mm.

Patriotic Holidays

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

Patriots and Minutemen

Yale University Press Film Service. (Filmstrip) 40 frames, black and white, 35mm.

Physical Therapy: A Career of Science and Service

Popular Science Publishing Co. (Filmstrip) 47 frames, color, 35mm.

The Pilgrim's Progress

Children's Special Service Mission, London. (Filmstrip) 34 frames, color, 35mm.

Poems Are Fun

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

Power of Plants

John Kieran's Kaleidoscope. International Tele-Film Productions. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Practicing Democracy in the Classroom

Encyclopaedia Britannica Films. (Filmstrip) 34 frames, black and white, 35mm.

Preface to Chemistry

Encyclopaedia Britannica Films. 16 min., sound, color, 16mm.

Readers' Guide to Periodical Literature

Maxwell Desser. Released by Young America Films. (Filmstrip) 54 frames, color, 35mm.

Robbers Under Water

John Kieran's Kaleidoscope. International Tele-Film Productions. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Safety in the Community

Young America Films. Made by Victor Kayfetz Productions. (Filmstrip) 49 frames, color 35mm.

Safety Stories

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

Sails in the Wind

John Kieran's Kaleidoscope. International Tele-Film Productions. Released by United Artist Television Corp. 11 min., sound, black and white, 16mm.

The School Community

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

School Spirit and Sportsmanship

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

Schubert and His Music

Coronet Instructional Films. 13 min., sound, black and white, 16mm.

(Continued on page 30A)

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We Need the Reading Laboratory

Despite the fact that reading laboratories—clinics or centers, call them what you will—are dedicated to the rehabilitation and happy adjustment of the particular Johnnys and Joannies who develop migraine tendencies in many an otherwise healthy teacher, there still persists in many areas a lack of confidence in their services. Oftentimes the more professional the laboratory, the more suspicious teachers are of it.

This article has been prepared to help break down that attitude by making teachers more aware how consonant the aims of reading specialists are with their own; it is a plea for harmonious relationship and the maintenance of close co-operation between the classroom and laboratory teachers in their common goal. The article takes the form of question and answer in order to cover the most common queries of classroom teachers with reference to the services of the laboratory, and to make selective reading of the article possible for those who are interested only in certain aspects of remedial reading.

How retarded should a child be before being referred to a reading laboratory?

Reading disabilities are generally construed in terms of the difference between mental age and reading age, in accordance with the fairly well-established theory that, all factors being equal, everyone should be able to read up to his mental level. In the first three grades of elementary school, a retardation of six months generally con-

Sister M. Peter, R.S.M.

Our Lady of Mercy High School
Rochester 10, N. Y.

stitutes a reading disability; in succeeding years, a year's retardation is the ordinary criterion.

Can the average classroom teacher estimate these reading disabilities within her classroom?

Ordinarily, yes, if only by her standards of comparative judgment. A good teacher's estimate of a pupil's worth is still as valuable a criterion as any standardized test, though the combination of the two is desirable. The laboratory's diagnosis probably will be more accurate, since the average classroom teacher does not administer the Stanford-Binet, nor any other individual IQ test wherein the intelligence score is not affected by reading deficiency. Generally, too, group reading scores represent students' frustration levels, whereas an individual reading test, such as Gray's *Oral Reading*, or Durrell's *Analysis of Reading Difficulties*, indicates a profile of actual reading ability.

Why is so much emphasis placed on psychometrics, and particularly on personality analysis, in reading clinics?

It is difficult to draw a sharp dividing line between diagnosis and treatment, since the procedures of diagnosis, especially the interview that follows the

personality test, often have real therapeutic value. Frequently it has been our experience, for instance, to receive messages from delighted parents, teachers, or principals, who see a complete change of attitude and a general scholastic improvement in their children, when, to our amusement, our files reveal that they are still in the testing stage and have had no remedial training as yet.

The task of the laboratory is threefold: (1) It is concerned with determining the present condition of the student, together with the possible causes and contributing factors. (2) It makes recommendations and suggestions for correcting the disability. (3) It offers remedial reading instruction in the areas which the diagnosis reveals to be in need of improvement. The first two functions are concededly the major contributions of the reading laboratory; in fact some centers do not include the teaching of reading in their services, operating on the principle that facing a problem with all its etiological aspects illuminated is half of conquering it.

Are the majority of reading problems caused by personality maladjustments, or is it the other way around?

Reading and personality problems are intimately related. It is generally assumed that emotional instability may be the cause as well as the effect of a reading handicap. However, the great majority of reading-disability cases have experienced no deviation in either their emotional or intellectual development

up to the time they have encountered reading. But there are social implications in reading ability, and even very young children are sensitive to them; even before going to school, they identify success or failure in reading with their whole academic future. No matter how loving his parents or considerate his teachers, a child cannot be shielded from making his own comparison between his ability to interpret the printed page and that of his classmates, and he frequently develops an entirely natural feeling of inferiority which sometimes carries over to his whole school life, indeed to his social life as well. The pathetic situation of having a younger brother or sister outshine an older child in reading is a common setting for feelings of inferiority, discouragement, resentment, and jealousy.

Even in homes where there is no question of security and affection, children with reading problems frequently misinterpret their parents' deep concern for their success as dissatisfaction with them. It is appalling to realize the great percentage of children, even those coming from love-filled homes, who will answer "No" to the question on the *California Primary Test of Personality*, "Do you feel that your parents love you?" When you draw them out on this point, a common explanation, given in apparent sincerity, is that they used to, before they realized how dumb they are in school. "No" is the most common answer to the question, "Do you feel that you are going to amount to something when you grow up?" as it is to the question, "Do those at home help and encourage you, rather than make you nervous and upset?" These confusions growing in the minds of children who come from families sufficiently concerned to pay any price for lessons and materials to insure their children's success in the world of books, suggest what less fortunate children suffer mentally, as a result of their first taste of failure.

Every child feels a deep need for acceptance and understanding; the younger he is, the more fearful and insecure he is, and the greater his need for acceptance and approval. His need for affection is so great that any barriers, however slight, in the flow of love to him disturb and frustrate him, and in this case, his sense of inadequacy narrows his perception, makes him the more sensitive to reprimands, produces physical tension, sometimes with accompanying nervous disorders.

On the other hand, reading disabili-

ties are sometimes the direct result of a child's maladjustment. Social and emotional readiness loom large among the many interrelated factors in readiness for reading, of course. The fact that most little girls mature faster than little boys helps explain the large male registration in reading laboratories, as does the fact that girls are temperamentally better suited to the school situation than boys; they "play school" when school is over, whereas boys have more diversified and active satisfactions. Children with a broad and meaningful experiential background are more likely to be psychologically ready for reading than those of their classmates who have "just grown up" like Topsy. Those who are trained in the self-control that concentration requires and the unselfish, sympathetic attitude that listening demands have an advantage over the little extroverts who must always be the center of activity. People who are good listeners are likely to be good readers.

We are slowly acquiring greater awareness of the complexity of the reading process, the perception, the judgment, the imagination, the abstractive and interpretive ability it requires. We know now that emotional states greatly affect learning. The loss of touch with reality which often characterizes children suffering from malnutrition, the absent-mindedness that indicates daydreaming, the antagonisms that reveal personal or social maladjustments, the lack of companionship that sometimes points to asocial traits, the overdependency or hypersensitivity that destroys self-confidence: these are but a few of the emotional factors which the wise teacher recognizes as obstacles to be conquered before the child will enjoy any success in the world of books.

Are children with superior IQ's ever referred to a reading laboratory?

Yes, often, and they represent one of the best contributions of the reading laboratory to education, since teaching a bright person to read is like releasing the wings of a butterfly. Durrell estimates¹ that one out of every four reading disabilities is a person of above average intelligence. It must be remembered that many people with limited intelligence are not considered reading disabilities, since there is no appreciable difference between their mental- and reading-age levels. The fact that a

¹Durrell, Donald D., *Improvement of Basic Reading Abilities* (Yonkers, N. Y.: World Book Co., 1940), p. 38.

large percentage of our liberal arts colleges offer courses in reading skills as part of their orientation program indicates the generality of the need, even in the upper brackets of intelligence.

Why is so much stress laid upon mechanical devices in reading laboratories; can't reading be taught best through its natural medium, books?

There is some disagreement among reading experts on this question. Most admit the value of tachistoscope and metronoscope devices, as well as accelerometers, tape recorders, and speed films for the purpose of motivation; they are a new approach for most students and help develop a new attitude. More important than that is the training in adequate visual functioning that work with some of these machines provides. Washington Square Reading Center in New York City maintains that 90 per cent of all reading disabilities referred there in the past 20 years have been victims of a low divergence-convergence reading ratio; they maintain that 60 per cent of the country's population are handicapped to some degree by not having learned to use their eyes effectively enough to maintain the sustained effort necessary in study activities. If this is true, and there are statistical studies supporting it,² it is reasonable to stress the mechanics of reading before we can expect much progress in comprehension. Because the eyes are responsible for so much of the communication we have with our environment, better visual functioning, developed through these perception-training machines, will promote better organization of the autonomic nervous system, and, therefore, better integration of the whole individual.

Does the laboratory work independently of the parents and classroom teacher?

It is one of the established principles in all clinical psychology that the specialist in diagnosis and therapy depends largely upon her ability to work with, through, and for the child's regular teacher, not independently of her. Establishing and maintaining a close working relationship with her is so important in the field of remedial reading, that where it is not achieved, definite

²Sir Charles Sherrington, *The Integrative Action of the Nervous System* (New Haven, Conn.: Yale University Press, 1947).

G. C. Savage, D.D., *The Nervo-Muscular Mechanism of the Eyes* (Nashville, Tenn.: McQuiddy Press, 1936).

limitations are already placed on the ultimate success of the clinical treatment, except where such treatment is extended over a period of several months, not ordinarily the case.

The child, being immediately dependent upon the parents, ought never to be treated in isolation. All counseling must be carried on in close co-operation with them, and no problems should be solved without their concerted effort. Parents usually identify themselves with the failures of their children; such fathers and mothers suffer as much or more than the children and deserve understanding and sympathy. Oftentimes there are hurt feelings or real heartaches in the background, occasionally over misunderstandings with teachers, and much good can be done by intelligent and virtuous counseling. Not infrequently parents have to be led gently into acceptance of the fact that God has limited the intellectual endowments of their children and made aware of the harm they are doing them in setting the academic standards too high. This is particularly true when the second child is victim of comparison with an older one who has enjoyed more academic success. Ross has done a study³ indicating that unfavorable comparisons were twice as frequent in the homes of jealous children as in the homes of nonjealous children, and drawing the obvious conclusions.

Even for the child interviews, clinical procedure requires he be accompanied by a parent, and there is psychological foundation in this request. It is flattering to the child that the parent is sufficiently interested in him to make a special trip to a special school out of concern for his success. Frequently the parents have repeated charming remarks their children have made on these occasions. It seems to be reassuring to the child, adding to his appreciation of his parents and to his realization that they really do love him.

Indoctrination of both the parents and teacher with the aims and methods of the reading laboratory is an important element in winning and sustaining their appreciation for Johnny's work and interest in his progress.

Healy and Bronner's study of delinquency⁴ has shown that the desire to appear in the good light of even one adult was a major factor of difference between the group of delinquents they were testing, and a group of non-delinquents from the same families. In measuring the effectiveness of school, home, and the neighborhood on a child's life, a major factor seems to be the degree to which influential persons are represented in these different groups. The importance of adult influence ought never to be underestimated; parents and teachers who are willing to take time to think out their relationship with a child who is having problems, can invariably do much toward solving those problems, just by caring.

Do most children adopt a favorable attitude toward the clinic?

Yes, almost without exception. In the first interview, the child is generally guarded and apprehensive; he hasn't decided to let himself care. Actually he does care: his problem is whether or not to expose the depth of his concern, when success seems so unattainable. Deep within everyone is a fervent desire to succeed, a strong inclination to do one's best.

These children are not so much problem children as children with problems. They are often the victims of intense pressure, not infrequently from their immediate family, who are too anxious for their achievement to wait patiently for progress. The child finds considerable relief in being able to unburden himself to some objective, disinterested person who appreciates the weight of his problem and the degree of his weak-

ness without ceasing to respect him as an individual of promise. As the child talks about his problems in school and at home, he experiences a deep sense of relief; the emotions of insecurity and fear of rejection and the urge to escape his responsibilities are no longer so overpowering. Children are generally responsive to sincerity; they are quick to catch artificiality, flattery, or minimization of their troubles. They resent being "talked-down-to." Clear, simple, unaffected speech that reflects their own attitudes and helps them think out their own problems is best for most situations.

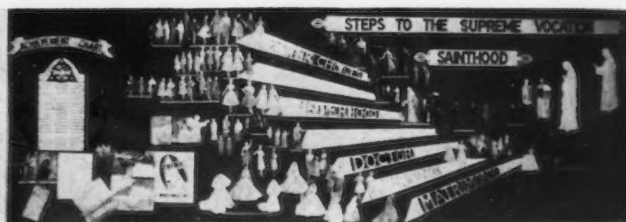
Once the child's confidence is won, it is comparatively easy to help him and to get his co-operation. He must be given a vitalized, individualized instructional program with books and materials on both his instructional and independent reading levels, thus fitting the reading program specifically to him, removing the pressure and tension that results from unreasonable demands for achievement. Children who have been disappointed in their first reading experiences can best become motivated if they are presented with materials matched to their ability. Nothing succeeds like success; when a child sees an assignment through, let him taste the joy of victory, even if it is only the questionable triumph of being able to report the latest adventure of Donald Duck in the wonderful Disney readers.

A person is happiest when all his talents and potentialities are challenged, but not beyond the possibility of success. Hope is stimulated as one begins to feel that he can attain a desired objective. Enthusiasm, satisfaction, and self-confidence follow in their normal order in the typical pattern. The psychological and morale-building value of checking progress puts incentive into each day's work at the laboratory; pupils usually graph their own efforts.

And the day to which everyone is trained to look forward is "graduation day" when the student's achievement clearly shows he is "on his own in reading."

³Ross, Bertha M., *Some Traits Associated with Sibling Jealousy in Problem Children*, Smith College, Student Social Work, 1931.

⁴Healy, William and Bronner, Augusta, "Medico-psychological Study of Delinquents," *Mental Hygiene*, 3: 445-452, 1919.



Exhibits of Vocational Projects at SS. Cyril & Methodius School, Lebanon, Pa. Left: Fifth and sixth grades. Right: Seventh and eighth grades. The Sisters of SS. Cyril & Methodius from Danville, Pa., conduct the school.

Spending the Summer Months

After nine months of hard work every teacher has a right to feel that he or she has done a man-size job and has accomplished something that will last. When June finally rolls around and exams are over, active young bodies are all but-bursting to get out of the classroom and head for a good, long, enjoyable summer vacation. Nine months is a long time to stay at a school desk, even if it's only for five hours a day. And three months is considered altogether too short for any average, normal "ball of fire," commonly known as a boy. Three months isn't very long, but it can be long enough to ruin bodies—and more important—souls.

A teacher's influence is doubtlessly felt during the school year. How many statements are set down as dogmatic "cause Sister said so." But the problem is how to make the influence felt throughout the entire summer vacation, which, by the way, is one of the nicest institutions of civilization. Vacations are for a purpose. They have a threefold end: (1) They rest and rebuild the body. (2) They serve as a change of occupation in order to prevent too much routine and consequent nervous strain. (3) They provide enjoyment which serves as a stimulus for further achievement.

Preparation for Vacation

It would be a ruinous situation if Catholic educators recognized the physical advantages of vacation time and neglected the moral dangers. It would be small tribute to our profession of Catholic teachers if our pupils were good only during the academic year and left to do almost what they pleased during the remainder of the time. Vacation frustrates its own purpose if our pupils suffer moral harm while they enjoy physical development.

With a little foresight and effort in the last days or weeks of class, we can make "schooling" last all summer. The schedule of a boy undergoes a big change during the summer. Where he was free only a few hours after school, now he is on his own most of the day. There are going to be long hours that need to be filled with something. Boys and girls too just will not allow hours to pass by empty. What they put into them will

Brother Jack Greer, S.D.B.

Don Bosco College
Newton, N. J.

depend largely on what hints they received in those last days of school which are so very important from an educational viewpoint.

Granted that these days of class are very important and very favorable to helping the pupils, what should we tell them? Naturally they should be brought to a clear realization of the "do's" and "don'ts" of vacation time. But we can't tell them everything, or even a little bit, and expect them to remember it.

The ideal would be to keep them under the direct guidance of priests and religious all summer. This would ensure them against running into any kind of harm. The Catholic camps that are spread over the country offer the solution. If a boy is fortunate enough to spend all or part of his summer in one of these camps, he is indeed one of the privileged few. However, the majority of our boys will be left somewhat to themselves a good part of the day.



Let the boys know that you are really interested in their big "catch."

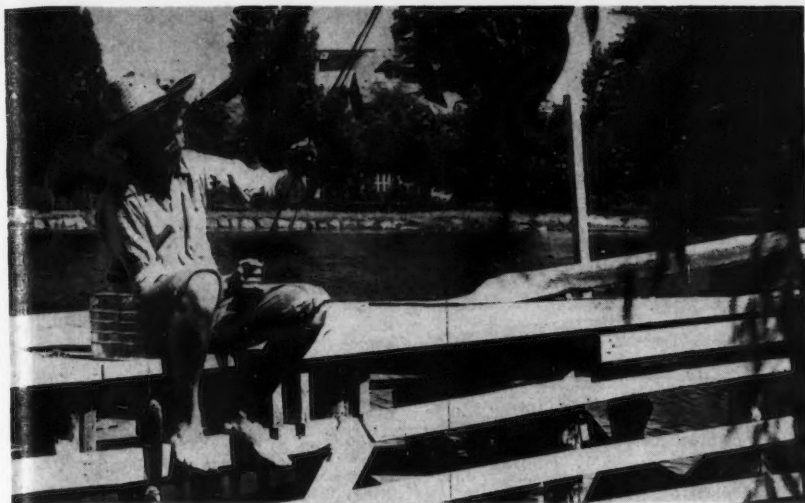
Activities Available

The answer—get them interested in something wholesome and keep them interested. There are a number of things boys can do that will serve the purpose that we intend. Almost every neighborhood has a peewee or midget baseball team that will fill up many would-be idle hours. If the boy isn't an athlete, he can do a number of other useful things. Hobbies, especially active ones, can develop character while they prevent mischief. But no two boys are going to be equally absorbed in exactly the same activities. So we should try to lay a number of possible things before them. Show them a few pastimes and allow them to choose the few that suit best the individual temperament. Work can be one, work around the house, in the yard, fixing fences, painting screens. Boys are more capable than we sometimes imagine. Pets serve a twofold purpose. They occupy the mind and body and at the same time, force the boys to take care of them. It's a healthy feeling for a boy to know that his ducks need water from him. For those days when weather forces everyone to stay indoors (usually when mom has a headache and wants a little quiet) there are another host of more sedentary occupations that will hold the boy's interest. They will appeal—if they are presented in the right way. Some of these are reading, collecting stamps, building model airplanes, and indoor games. These are only a few of the activities that will interest boys during the summer.

But we cannot simply mention possible summer activities and expect the boys to figure them out by themselves. Under such an arrangement they would be repeating the odious midsummer phrase, "What can we do? Everything is so dead." Things must look alive and it's part of a teacher's job to liven up not only his classes, but the vacations as well.

Talk About Hobbies

Get the boys interested. Tell a few stories of "what we used to do." Give them a real love for the outdoors, for animals and wildlife in general. Give them a good start toward a hobby by a few practical lessons or at least a few hints. I remember a teacher who was herself intensely interested in birds and passed her liking of them on to most of her pupils. She made her knowledge and love of birds one of the chief instruments in



He won't get into trouble so long as they are biting.

her teaching. Youngsters will respond if they think you are genuinely interested in some particular hobby or pastime. They will be interested if for no other reason, just to make you more interested in them. You can even work out a system of scores and achievement charts. By the way this will also dispense with next year's composition "How I Spent My Summer Vacation," which is so much hated and dreaded by pupils the world over.

For a good idea of how to work the achievement idea, look at the merit badge section of a Boy Scout book. The merit badge system has a particular appeal to boys. It is quite easy for a good, upright boy to leave your class as good as gold and return in the fall somewhat tarnished and oftentimes downright soiled. To prevent anything of the kind every Catholic teacher should not omit mentioning some fundamental points to be remembered all summer. All the rest is very good and will go a long way in educating but the following are indispensable. For convenience sake I will list them in order.

A Summer Code

1. Never miss Sunday Mass and remember that August 15 is a holyday of obligation.
2. Always say at least a short prayer morning and evening.
3. Do a little bit of good reading whenever possible.
4. Stay Away from Bad Companions.
5. Avoid Idleness.
6. Obey Mom and Dad.
7. Serve Mass as often as possible.

I purposely omitted the most important religious and educational element of Catholic life, that is, the sacraments of Confession and Holy Communion. St. John Bosco said that these were the pillars

upon which he built his educational system. Without these (there's no use kidding ourselves) there is no Catholic education. Confession should be weekly and Communion daily if possible. This is, of course, the ideal situation that may never be achieved. Nevertheless, it is the ideal toward which we should work.

A Model for Boys

And speaking of ideals it is a wise practice to set a few ideas for the summertime. A most opportune model for boys is St. Dominic Savio, the newly canonized pupil of St. John Bosco. There are several simple incidents in his life that will definitely inspire boys and spur them on to imitate him. One such occasion was his reaction to foul language at the swimming hole. He knew his duty and carried it out like a real hero—he left the company flat. Boys thrill to hear stories like these because they show that saints have

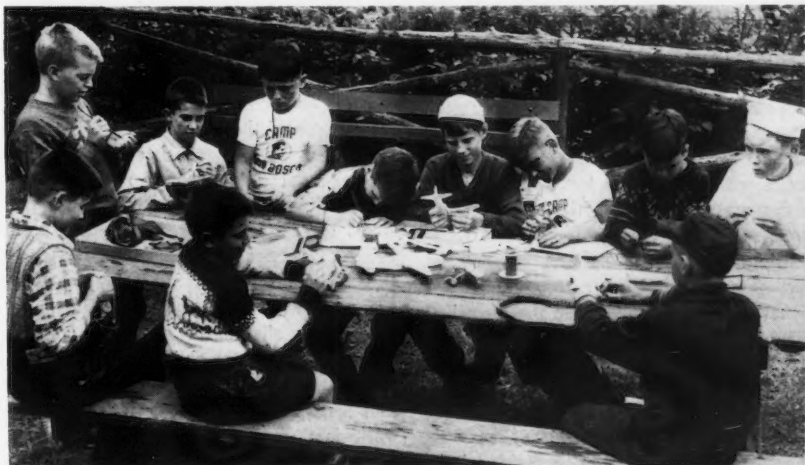
to have the courage of their convictions.

You might give them all a medal or holy picture of St. Dominic Savio along with a short prayer to be recited every day, morning or night, or before work or play. Such a practice will remind them that we want them to be good. It's thrilling to get a letter. Why not collect self-addressed envelopes before dismissing them for the summer so you can send everyone a card or holy picture. This will achieve several good ends, also. You and other teachers will be more loved and the card or picture will serve as another reminder. Encourage them to write to you. Only a few letters will come, but they help the boys who took the time to write them.

Death But Not Sin

St. Dominic Savio had a motto that appeals to boys because of its daring and challenging character—*Death But Not Sin*. If you can fire your boys with an ideal such as this for the summer, or for life, you have accomplished your aim and purpose as a Catholic educator. Boys need these high ideals, especially during summer vacation, or they will fall for the cheap stuff that is peddled out to them in movies, comic books, and over television. Lack of these simple principles have ruined the innocence of many boys. It would be almost an absolute waste if our Catholic schools turned out accomplished mathematicians and linguists who lack the drive necessary to keep the Ten Commandments.

Everybody is happy when summer comes around—both teachers and pupils. But every vacation is a crisis in a young life. With a few thought-out works and several well-planned activities boys will understand that only a good, well-spent vacation will be happy and no one can be happy who is not in the friendship of God.



The crafts table at a Catholic boys' camp.

Fostering Mental Health

Frequently, mental problems take root during childhood. An important part of any educational system should be the development of a sound personality. One main cause of mental conflicts is a desire for personal success—a desire to assert one's self as well as a desire to live with and share with others. A second motive is the satisfaction of the social urge implanted by God in the heart of each individual. A child must be taught how to live first with himself before he can be taught how to live with others. The normal desires of every child are love, security, a sense of belonging and a nominal amount of achievement, a certain amount of independence, freedom, and good health. With the proper attitudes instilled into the child by both parents and teachers, the place in life intended by the Creator for each one of us will be achieved successfully.

Good Social Habits

Training in acceptable social habits and good citizenship must be given in the school. Our future citizens must learn to create a wholesome social atmosphere and, above all, to be courteous to one another. Some mastery of the social graces must be achieved and in this the teacher becomes the model for the child. Courtesy should be the keynote of a gentleman and its inspiration should be good conduct.

Since success in life depends on the innate qualities each one possesses and the advantage one makes of these qualities, the building of a strong character must be started in early childhood and must be continued by the individual all through life. The more we learn the better we should work with one another and with the group. The mentally disturbed child takes longer to adjust to his environment and to the social graces necessary but, with patience and continued effort, on the part of those with whom he comes in contact in the learning processes of life, he will achieve success and gradually overcome the emotional strains so prevalent in the disturbed child.

Guidance Necessary

Guidance is necessary in assisting the individual to accumulate facts and experiences that will enable him to decide wisely the many situations he meets in the course

Franciscan Sisters

Mt. St. Francis

Peekskill, N. Y.

of his life. It must be as broad as education and must consider every aspect of the life of the one to be guided. It will be as efficient as the ones who conduct it, hence the need for specialized work in the guidance field. After the parent, the teacher is the closest to the pupil, therefore, she should be equipped to handle these emotional problems as they arise. Pupils must become aware of the needed physical health aspects as well as the mental ones that will steer him safely along the road to a healthy mind and body. Young people do not inherit a tendency to observe health requirements. The measure of man's dignity should not be in money, social position, etc., but in his service to God and neighbor. Each has a definite part to play in life and the part we play or the garb we wear matters little, but how we do the part with the talents given to us by a wise Creator is the thing that counts.

Each child must be taught to do his best, to meet situations gracefully and to overcome hazards successfully. Recreation offers a fine outlet to the disturbed child to lose himself and forget his problems if it is guided well. The child is part of a group and the problem of himself is overshadowed by group participation. He must be taught as children need teaching, to co-operate and give as well as take in the group activities. The development of creativeness in as many fields as possible is a major objective for all children. The atmosphere of the classroom must be emotionally stable and consistent with good teacher-pupil relationships firmly established. This spells the proper balance between success and failure. Learning experiences of proper difficulty must be given to each child; a slight challenge must be presented with the chances of failure also being very slight. An occasional failure will not frustrate the child but these should be few. He must have every confidence that his work will succeed. Recognition of work is necessary; some praise, if only for the effort involved, is needed by all children but especially by the disturbed

child. Sympathy and understanding are basic needs. A sincere liking for the child, a belief that he is a person worth while is his happiness just as it is ours. With children we must be sure our respect for them is sincere because children are quick to sense a lack of sincerity. The child's thinking and planning, when they know their suggestions will be considered seriously, makes a big step in the solution of a problem child. Self-control and self-direction are part of maturity. Children enjoy working at acquiring control and direction. Few school people have thought of adventure as a basic need for a child. Yet, children do seek adventure of their own. This should be encouraged under proper and careful supervision. A new picture on the wall can be a new adventure even if only a borrowed one. Mutuality or reciprocity, as it is sometimes called, is another aspect of life that must be taught to children. It is important for the balanced living of children to be taught how to extend sympathy and understanding to those in need.

A Good Teacher

According to the Bank Street School in its study of good teachers, the following report given in the pamphlet, *Reducing Juvenile Delinquency*, summarizes the type of child development needed for the mal-adjusted child.

"(1) She utilizes a non-punitive way of dealing with out-of-bound behavior, and she can exert authority without requiring submission; (2) she gives support to the child in the face of conflicts, failures, and obstacles; (3) she can create a classroom atmosphere in which children can grow from within according to their own needs and capacities at each stage of growth; (4) she sees each child as a unique individual through broad knowledge of child development; (5) she helps the child get satisfaction through achievement and competence of his work rather than through competitive activity; (6) she has a stable personality combining warmth, spontaneity, and sensitivity to others; (7) she has beliefs, ideals, and a quality of devotion to a way of life that is transmitted to children in the atmosphere she creates, and (8) she knows the world in which she lives and likes it."

The Bell Rings For Teachers

Throughout her history the Church has displayed a remarkable facility for surmounting even the most portentous and serious impediments in the way of her spiritual mission upon earth. Heresies and apostasies, schisms and "isms," major crises and small ones, all come and go, but the Bark of St. Peter manages somehow to weather all storms. However, this should be no cause for easy unconcern among Catholics when new problems arise. To be sure, God's grace has sustained His Church down through the ages, but grace is God's gift to *men*. The responsibility for furthering Christ's mission on earth rests with men, the body of the faithful, which includes not only the Holy Father and the successors of the Apostles, but every single member of Christ's Mystical Body.

The Present Crisis

One of the most important ways in which the organized Church has furthered Christ's cause—the leading of men to God—has been through her educational system. The Catholic school wherein the truths of holy religion are imparted and explained to the young, is the medium through which the successors of the Apostles fulfill Christ's command to "go forth and teach." Today however the Catholic educational system is faced with a serious problem, a crisis in fact, arising in part, ironically, as a result of its own prosperity.

The facts are these: There has developed in our education-minded age an increased understanding and appreciation of the value of Catholic education. This happy circumstance together with the accelerated general birth rate since the war and the relatively high birth rate among Catholics has brought Catholic education in the United States to face an urgent need for expanded facilities. More schools and classrooms must be provided, and above all, more, *many* more teachers.

Christ's command to "go forth and teach" was given originally to the Apostles who were bishops. Religious teachers have, in general, done the greater part of Catholic school teaching in our country. This is as it should be, since the interpretation of religious truth for the young is proper to the calling and ability of priests, Sisters,

Barbara Nauer Folk

Santa Monica Calif.

Editor's Note: Although this article was written before the 52nd annual convention of the N.C.E.A., the author, with references to authoritative statements at previous gatherings, has anticipated the serious attention which the recent national convention gave to provision for the employment of lay teachers.

and Brothers. Needless to say, however, an increase in the demand for religious teachers does not necessarily cause a concurrent increase in their supply. Would that it did. The fact is that there has been no rise in the number of religious vocations which compares in any way to the growth in number of potential and actual Catholic school pupils. All of which has resulted in conditions described in this way by Msgr. Henry M. Hald, associate superintendent of Brooklyn Catholic schools, when he spoke at a National Catholic Educational Association's meeting in August of 1954:

... In many sections of the country, our schools are suffering from swollen registers,

The Ideal Catholic Lay Teacher

Some time ago, a lay teacher wrote that "lay teachers must be good Catholics, thoroughly grounded in the principles of their religion, with personality and character traits suited to the profession of teaching, and with a background of training and experience that insures their ability to teach successfully." And this same lay teacher with expression of finality further states that "no other type should be permitted to touch the lives of our boys and girls, our future priests, Sisters and Brothers, our future American Catholic laity."

I would venture to state that the qualifications of the kind of lay teacher we want for our schools could not be summarized in a more simple, more succinct, more sincere fashion. Almighty God Himself could not ask for a more perfect teacher. Every school superintendent, supervisor, principal, teacher, parent, and child want just such a lay teacher.—*Rev. George A. Harcar, C.S.Sp., Dean, School of Education, Duquesne University, Pittsburgh.* From an address at the 1955 Convention of the N.C.E.A.

inadequate buildings, and teacher shortage. Pastors must listen to heart-rending pleas from anxious parents who desire to have their children obtain a good education under religious auspices; and they must lend a sympathetic but deaf ear to the pleadings because classrooms are already overcrowded and teachers are carrying almost impossible registers. . . . On the other hand, religious superiors must turn a deaf ear to the requests of pastors who are planning new schools or are begging for additions to their staffs of religious who are overworked in existing schools. It is a sad condition, and nobody can see the end of it.

In that address, reported in the August, 1954, N.C.E.A. *Bulletin*, Msgr. Hald went on to say that the future increase in the number of our schools depends on our obtaining more teachers. "It is no wonder," he observed, "that in our great need we look to the laity."

Lay Teachers at Work

No wonder indeed. And for the layman, particularly the layman who is trained and equipped to teach or who is now occupied with acquiring such training, this carries heavy implications. As one of that number I will attempt to highlight some of the most important considerations.

First of all, the qualified Catholic who is in a position to do so has an obligation to respond to the current need for Catholic school teachers in the same sense that all Catholics have an obligation to do apostolic work. It would be well to mention here that the apostolicity of the work of the Catholic lay teacher was beautifully explored by Miss Eileen Niemeier in an article which appeared in the *CATHOLIC SCHOOL JOURNAL* of October, 1953. The prospective Catholic teacher would do well to read this inspiring analysis of lay teaching work as "real collaboration in the apostolate of the Church" in which "every act of the teacher Christ will make into a kind of sacrament, and every thing into a kind of sacramental."

The Questions

However, there are also other considerations, more properly practical ones, to be explored. For the Catholic who is or plans to be a teacher speculations immediately arise concerning the lay teacher's place in the parish school or diocesan high school staffed almost entirely by religious. Would

he perhaps feel out of place there? Then too, would his position be merely that of a temporary fill-in, a "friend in need" who is subject to replacement at any time? And what about salary?

With regard to the first of these difficulties, Pope Pius XI in his encyclical letter *On the Christian Education of Youth* both acknowledged and commended the lay teacher's place in Catholic education when he related:

Indeed it fills our soul with consolation and gratitude toward the divine goodness to see, side by side with religious men and women engaged in teaching, such a large number of excellent lay teachers. . . .

His Holiness was well aware, as many Catholics are not, that the earliest parish schools were taught exclusively by laymen, and that laymen have taught side by side with religious in the parish and diocesan schools of the United States since the foundations of the system were laid. In 1952, according to a survey which represented 81 per cent of the teaching Sisters in the U. S., in elementary schools the secular teachers number 7.6 per cent of the number of sisters; in secondary schools, 15 per cent; and in Catholic colleges, 46 per cent. The findings of this survey were reported in the September, 1953, *CATHOLIC SCHOOL JOURNAL*. However, more recent estimates were given by Msgr. Henry Bezou, superintendent of Catholic schools at New Orleans, when he told the 1953 N.C.E.A. convention that already some 10 per cent of Catholic elementary teachers are lay persons and that the percentage approximately doubles itself on the high school level. Small wonder that the new teacher hiring into a Catholic school often finds to his gratification and surprise

that one to several lay persons are already on the staff.

The second consideration, concerning the stability of the lay teacher's employment in a Catholic school, is not so easily dismissed. Msgr. Bezou, in the address cited above, made reference to the precariousness of the lay teachers tenure when he reflected that too often the lay teacher finds himself replaced in his position by a religious when the religious community finds it is able to make such an adjustment. Msgr. Hald likewise recognized "uncertainty of tenure" as a disadvantage. Moreover, he alluded to another circumstance which tends to make Catholic school teaching appear unattractive to prospective teachers: principalships and administrative posts are closed to them. However, this last disadvantage would probably appear far less foreboding for a prospective teacher than the first. The practical Catholic readily acknowledges the rightful place of the religious administrator in a Catholic school. But the thought that there may be an inherent insecurity in a lay teacher's service cannot be so lightly received.

Tenure Is Promised

For reassurance that promiscuous hiring and laying off of lay teachers is *not* accepted practice in Catholic educational circles, the worried teacher or student need only read carefully through the "Proceedings and Addresses" of the past two N.C.E.A. annual meetings concerning the subject of the lay teacher. In these notes (published as the August "Bulletins") the regarding of lay teachers as merely holdovers until religious can be obtained is condemned as "injustice." Such benefits

as group insurance for lay teachers, social security, payment of in-service training, a voice in faculty meetings, and even free lunches are advised by convention speakers among whom are some of the most prominent and influential figures in Catholic education. The over-all impact of the convention notes and of articles appearing currently in Catholic educational journals is one that will make the lay teacher, both the actual and prospective teacher, feel recognized, commiserated, and cherished. In the words of Mrs. James N. Welch, personnel director of lay teachers in the Archdiocese of St. Louis, Mo.:

The time is past, although this is a fact not universally recognized, when the lay teacher was considered to be at best a temporary substitute or stopgap who "Please God, would do as little harm as possible until a Sister or Brother could be got to fill the gap."

The Salary Question

There still remains, however, the question of salary. Teachers in general are not a highly paid professional group, and the Catholic who realizes the manifold and varied demands upon parish and diocesan funds is forced, in spite of his zeal, to wonder whether it would be possible for his employers in Catholic schools to pay him a living wage, one adequate to his needs, as much as they might desire to do so.

The only answer which can be supplied is that pastors and superintendents who hire the lay teacher *do* desire to provide him or her with adequate remuneration. The Catholic teacher at least can be reasonably certain that his services are not exploited by his religious employers, and in view of such mutual trust is more apt to be moved to self-sacrifice than dissatisfaction if the salary proffered him is (let's face it) less than he might have hoped.

To my knowledge no official estimates have been released on the average salaries of beginning and experienced lay teachers. Since hiring is done in some localities by individual pastors or principals rather than through the office of a diocesan superintendent, the rate of pay is often on a personal contract basis. Some dioceses do have well-defined wage scales for lay teachers, plans which take into consideration years of service, professional training, etc., and it is to be expected that the centralized system of interviewing and hiring will one day replace other methods.

A "Psychic Income"

The problem of salary is a many-sided one, with implications for those who hire lay teachers and for the teachers themselves. In his twice cited address on "Recruiting Lay Teachers" Msgr. Hald told the 1954 convention, "The financial status

The Lay Teacher, a Permanent Factor in Catholic Education

It has been said frequently in late years that the lay teacher is now a necessary and important part of our Catholic school system. Thank God that such a transition has come. But with the transition there comes also some problems. During this convention the lay teacher in our schools has been treated at a separate panel discussion. I will not attempt to itemize the considerations we must give to this new phase of our secondary school system, but I would like to make some general suggestions that pertain to lay personnel.

The lay teacher in our schools is not a stop-gap plan. We feel strongly that his or her presence on our staffs is a much desired and necessary element in the training of our Catholic youth. Allied with this feeling is the conviction that certain phases of our school program are best handled by the lay members of the faculty, providing they have a sound idea of school policy and wherein they feel that their ideas and opinions are valued. Administrators should utilize this valuable asset to their staffs. . . .

In addition to a *comparable* salary, and I

stress the word *comparable*, our teachers must have some assurance of tenure. We cannot expect to be changing lay teachers every year and still develop a continuous educational program. It is true that we cannot hope to meet the increments and top salaries of the higher paid districts of public education, but it happens often that we do not have to do so to both secure and hold competent lay teachers. These men and women are often willing to make a monetary sacrifice to Catholic education if we but give them sufficient assurance that they will be able to provide for their families the things they have a right to expect.

The lay teacher affords us an excellent opportunity to give family instruction to our students, and where this teacher has the respect and confidence of the pupils, the effect is greater than we could hope to achieve. Then too, the lay teacher makes an ideal school representative in sports events, dealing with social agencies such as the Community Chests groups, etc., and as a public relations officer of the school. All this, of course, providing the respective teacher is a representative and loyal member of the faculty.—*Brother E. Anthony, F.S.C.* From an address at the 1955 Convention of the N.C.E.A.

of lay teachers must be made comparable to that of the public school teachers, in tenure, salary, and security." From this it can be inferred that at the present time the Catholic teacher's salary is in general *not* as high as the accepted teacher wage. Now if this unhappy circumstance had caused all Catholic teachers and education majors to shy away from lay teaching work, we Catholic laymen might well be hanging our heads for shame at this time. However, right now thousands of Catholic men and women are teaching in Church schools, many, to be sure, at a financial sacrifice to themselves. Why? Zeal for one reason, but something else too, something

not easily described to someone who has never taught in a Catholic classroom. As a laywoman who has, I am anxious to explain that the lay teacher has a larger income than is generally realized. He has first his financial compensation which appears regularly in the form of a pay check. He has, furthermore, another compensation which was once described to the writer by a lay teacher as "our psychic income." One teacher may describe it as "the feeling that comes from performing dedicated work" or "the sense of doing something for the Church"; another may allude to the joy of having "such generous and kindly employers as the Sisters and priests;

still another may refer to "the religious atmosphere that permeates the school and the children," but all are saying the same thing: the Catholic lay teacher is not "the poor lay teacher" at all; he is a Catholic layman doing a job that must be done and he is happy doing it.

The Catholic who is a teacher and the Catholic student who is soon to enter the profession should, out of apostolic zeal and justice to himself at least consider Catholic lay teaching as a profession. There are more aspects to be considered than have been illumined here, but the time spent in exploration and investigation of them all will be time well spent indeed.

Stevie Learns About Motivation

It was registration day in my sixth year of teaching. The overcrowded school, with a shortage of books and supplies, challenged the ingenuity of principal and teachers. The principal asked my help. She said: "I am assigning to you 20 first graders, and, since your class is so small, I shall give you 12 from the second grade, those who would benefit most from hearing first-grade repetition. I shall select all who have been retained, placed, or barely made their grade."

What an assignment! Children from both private and public schools. Why were they here? How was I to teach them, since all my material had been collected for other grades?

Pioneer Days

We managed to gather enough paper, chalk, crayons, etc., to carry us through until our supplies arrived. In those days of war, book companies did not understand what "Urgent" or "Rush" meant. With a chuckle and a prayer, my mind wandered back to pioneer days. Now, I, too, had the same tools they had: faith, hope, and love of God, and children who could accomplish with the help of God within them. What more did I need?

The next weeks were terrible. The original 12 had been joined by several others from our own and other states. After a thorough examination of records, I discovered that all except two were of a high average ability. Several in the

Sister Phoebe, O.S.B.

Visitation School

Tacoma 9, Wash.

group showed special talents in art, speech, and logical, sound thinking. Yet they sat there as lifeless as sacks of potatoes when written work was to be done. The only signs of life were continual streams of pranks. It was high time to get my tools working if my little first graders were not to be contaminated.

Attacking the Problem

Working on an inspiration, I began at dismissal: "Stephen, may I please see you after school? Well, how did we do today? Let's see. Please find your papers in the file."

They were extracted very slowly and painfully. Poor Stephen looked as if the world had come to an end. Yes, for most of them were entirely blank. A few sketches here and there indicated an interest in art. At a glance anyone could see that the piece of paper which had been picked up from the floor, fit perfectly into the torn place on the worksheet.

Not a word was spoken for a few moments as Stevie stared at negligence. Then, very innocently, I passed a remark about enjoying jigsaw puzzles and asked if he would mind showing me how he made that clever little tool he had in

his desk (a slingshot made from a hairpin and a rubber band). I commented on his ability and then broke the shocking news:

"Stevie, you have been baptized. Who did you say came to live in you?"

"God."

"Who is God? Can He do anything?"

By then he was laughing and explaining that everyone knows "He can do all things."

"Yes, that is it, Stevie. The God who can do all things is in you. But He chooses to use your hands, your lips, etc., to do things—if only you will let Him! Don't you see, Stevie, He has given you a talent for art and He wishes you to let Him use that for His glory and your happiness here and in eternity. Not only to use it for your happiness, but also for the joy of all His people—your friends, neighbors, and all people in the world. You are the only one in the whole world created to let Him do this special job."

"Ah, Sister, I can't. I can't get any new ideas. Sure it's easy to draw pictures of things we talk about or see. But I can't do anything special. I'm too dumb. Everybody knows that except you, and they're right; I'll always be a dumb bunny."

"Stevie, listen. Didn't you just tell me you had within you the God who can do all things, the Creator of this wonderful world? We are both dumbbells, you and I, but don't you believe He can do all things? Don't you believe He can use our hearts, minds, hands, and all to do

things we can never do, *if* — only *if* — we do our part and *let Him*? Come, let's look at these papers, but first, ask Him silently in your heart to help you do your part."

Stevie Learns

I took the paper and read aloud for the child, due to his reading difficulties. He invariably supplied the correct answer. He was dismissed with words of praise and encouragement.

During the following days I made a special point of stepping up to him periodically and urging him on by reminding him of our "big secret." My prayers for him increased so that he might find the humble confidence he needs.

"Sister, I've just decided that I better learn to read so I can get more ideas to draw about!" was the thrilling phrase I heard a few days later.

Thus, each of the *famous class* had his or her turn having a "big secret" with Sister — after school, before Mass, on the playground, or anywhere. For, isn't God everywhere "looking upon the children of men to see if there is anyone who understands and seeks after Him?"

Sheets of paper for special assignments were left in the back of the room, all ready for the "finished" pupils. Books borrowed by the box from the public library, and other enticing articles were scattered about. It would be weeks before these would be actually in use.

They Taught Others

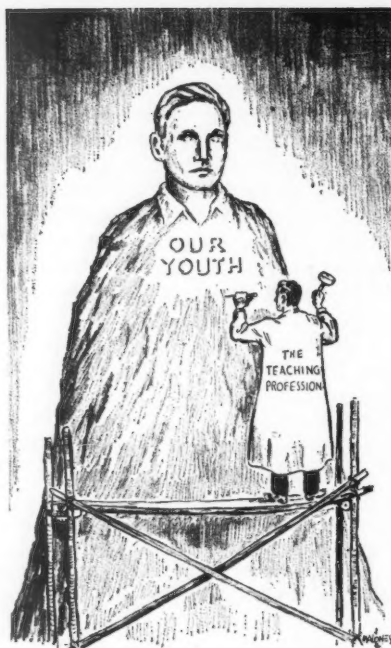
Meanwhile, I must prove my confidence in them. To make them print carefully, I enlisted their help in the teaching of printing to the beginners. Often they were silently at the blackboard "heroically" guiding the hand of a little one, or helping him with simple spelling or number combinations or instructing him in better ways of handling the clay, drawing a picture, or holding the book or paper.

One day, they asked me if they might form a club in which they could help teach the first graders more of the positive side of the Ten Commandments. Permission granted, the F.B.J. was formed (Followers of the Boy Jesus). It is impossible here to go into the benefits of that group.

Then a great happiness came to me. I was blessed with this same group for two more years, which enabled me to take them through the third and fourth grades, respectively.

The Parents Helped

The only reason the tool of "confidence in the child's ability to achieve through



Cartoon by Maloney in "The Tablet."

the presence of God" worked was that I had the perfect backing and co-operation of *both* parents. They were encouraged to be a little more generous with their praise and punishment. Yes, punishment. A child has great confidence in, and respect for, a parent who loves him enough to punish him, whenever he needs it. They were asked to see that their child had a "real man-sized job of his very own" at home, to make him feel his need in the family.

Here are some of the parents' comments to this:

"Oh, but I had to work so hard as a child, I promised never to make my children work!"

"I never realized work was so important to children."

"I was so hurt when Jim said he was glad school was starting now so he'd have something to do. I just didn't realize he was starved for real attention while I was selfishly doing everything myself even to the point of making myself sick."

Stevie's Ambition

Stephen improved, but as with all maladjusted pupils, many days of doubt and hardship were scattered between, but only to make the bright ones seem sunnier. To help, we were blessed with the advantage of using the parish wire recorder during our third year together. When parents or pupils doubted their improvement in reading, I played the recording of the reading at the beginning of the semester and a recent one. God bless the one who used his talents to invent such an instrument.

Then one happy day Stevie said, "You know, Sister, I think I'll be an architect. My houses will be like palaces, and my churches like heavenly gates. Believe me, I'm going to keep reading so no contractor can use any tricks on me, spoiling my beautiful plans with cheap material or poor workers."

Stephen is now in the seventh grade. I quote here from his mother's letter which I received this Christmas. "Steve is doing pretty well in school this year, that is, for Steve, you know."

The Tool Always Works

Last year I had more opportunity to use this tool. I had just come to Tacoma and was given a class of 45 third graders. Again I got all the retained pupils. Two seemed particularly hopeless. Even the application of the tool didn't work until I made them an offer of tutoring them through fourth grade after school hours, if they would promise to do well in third-grade work and do all the extra work. Today, they are "getting along fine" in the fifth grade, their new teacher tells me. There is a new joyous gait in their walk and they do not carry themselves in the old slumped, discouraged way.

This year a new school opened in the neighborhood, leaving openings for others. Would I accept Dick? He is maladjusted; has an aversion for all adults, hates authority, has been sent to a psychiatrist who said this was all caused by non-acceptance by a teacher. Please, won't I give Bill a chance — maladjusted, accused of "taking," because of a child's trade, bullied because of his size. Please — What shall I do?

"It's up to you!"

Is it? Our Holy Father, St. Benedict, who spoke to the teacher as well as to the Abbot says of the Lord's judgment on the last day, "And He will say: 'What was fat you took to yourself and what was lean you cast aside.'"

Yes, Yes, — room — come!

We have no choice. We must either believe in God or not. Every baptized Christian has the God-life within him. All tools we have are excellent. But let us be honest. Didn't the pioneers have wonderful success in preventing juvenile delinquency and forming good, honorable citizens? It is no longer fashionable to keep your beliefs back in the mothballs of your mind. Then you, too, will joyfully see your pupils work with your Creator to bring happiness to all, here and in eternity. You, too, may hear a Stevie say, "It's no fun to be good just because it's nice, but it's so much fun to be good for God!"

Problems of an Elementary Art Teacher

Once upon a time there was a little boy, Tony, who, like all other normal children, had a very vivid imagination, was very fond of picture books, and loved to draw. We have here a reproduction of what Tony called "My Drawing Number One," which can be found in the book, *The Little Prince*, by Antoine de Saint-Exupery, along with this story. The author says, as a six-year-old would, "I showed my masterpiece to the grownups, and asked them whether the drawing frightened them."

"But they answered: 'Frightened? Why should anyone be frightened by a hat?'"

The drawing was not a picture of a hat. Little Tony had been looking at a magnificent picture in a book, called *True Stories from Nature*, about a primeval forest. "It was a picture of a boa constrictor in the act of swallowing an animal. . . . In the book it said: 'Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion.'"

This, then, was the inspiration for Drawing Number One, a picture of a boa constrictor digesting an elephant. But since the grownups were not able to understand it, Tony made another drawing — this time he drew the inside of the boa constrictor, "so that the grownups could see it clearly." Tony was then advised to lay aside his drawing of boa constrictors, and to devote his time instead to geography, history, arithmetic, and grammar.

"Grownups never understand anything by themselves and it is tiresome for children to be always and forever explaining things to them," Tony says, and "whenever I met one of them who seemed to me at all clear-sighted, I tried the experiment of showing him my Drawing Number One, which I have always kept. I would try to find out, if this was a person of true understanding. But, whoever it was, he, or she, would always say: 'That is a hat.'"

"Then I would never talk to that person about boa constrictors, or primeval forests, or stars. I would bring myself down to his level. I would talk to him about bridge, and golf, and politics, and neckties.

Sister M. Joanne, S.N.D.

Toledo, Ohio

And the grownup would be greatly pleased to have met such a sensible man."¹

The Child's Level

Grownups! What grownups need is to come down to the *child's* level, for *there* is a world of truth, of goodness, of color and design and real beauty! Come down to the child's level and then you will see

¹Story and drawings taken from *The Little Prince* written and drawn by Antoine de Saint-Exupery (New York: Reynal & Hitchcock, 1943), pp. 7-9, and used with permission of Harcourt, Brace, and Co., New York.



My Drawing Number One.

and appreciate God's greatness in each individual child's soul.

Christ's precept, "Unless you become as little children . . ." was spoken to grownups. And unless you become little, unless you come down to the child's level, that is, identify yourself with the child and his experiences, you cannot understand the unique little creature, and you will *never* understand the child's artistic expression. Unless you become little, you will never discover the tremendous individual differences evidenced in children of all age levels. These differences are manifested in various patterns of growth and development and interrelationships perceptually, intellectually, physically, emotionally, socially, aesthetically, creatively, spiritually.² These interrelationships have a definite effect upon the child's artistic expression, which may never be judged merely objectively by adult standards. Without a doubt, herein lies the most profound problem in art education.

At this point, a deep philosophical discussion on art and on the four causes would be out of place, but let's bring it all down to the child's level. The four causes or four requisites for "child" art might be stated as follows:

Causes of Child Art

1. *The final cause or purpose* of the activity must fit into the *child's* life and experiences as well as his final destiny. So, if we ask, "Why is this painting or this clay modeling being made?" we should be able to answer that it is a means of communication or of forming ideals, or of clinching facts, etc. Typical topics would be: *Playing With My Classmates*, *Our Family Prays the Rosary Together*, *When We Visited the Library*, *Noah's Ark*, etc. Lowenfeld in his *Creative and Mental Growth* has an excellent list of suggested topics at the end of each section.

2. *The material cause* must be the suitable *material* that is available for fulfilling the purpose. When we ask, "What suitable

²Viktor Lowenfeld, "Understanding Children's Creative Expression," a paper presented in the Workshop on Art in Catholic Elementary Schools at Catholic University, June, 1953, and printed in *The Catholic Art Quarterly*, XVII, Christmas, 1953, pp. 5-16.

materials are available for this particular painting or clay modeling which needs to be made?" we think in terms of children and of local means. If the school cannot afford expensive drawing paper, one can always resort to the ad sections of printed newspapers. If clay is not available, inexpensive papier-mâché may be substituted, but always keeping in mind the limitations of the nature of the material and respecting the child at his particular level of growth.

3. *The efficient cause or skill* again depends on the child's stage of development. We ask, "Besides the child's hands, what other tools are the right ones for him at his level to reshape the material into its new form?" and we find that for the very young "scribbler" the crayon is the "right" tool. It is important to introduce the child at the schematic level (6- or 7-year-old) to the large paint brush and poster paint. We expect the child to develop greater skill as he grows older; and we may expect more finished work as he nears the junior high level and we help him with the techniques he needs.

4. *The formal cause is the image or idea* of the thing to be made, and we ask somewhat in wonder, "What design and character will this new form take?" Here above all, will the form of the new creation be characteristic of the individual child at his particular stage of growth mentally, emotionally, creatively, etc.

If the art program is so keyed to the child, and to the child as an individual different from all others intellectually, physically, emotionally, socially, aesthetically, creatively, and spiritually—then will be developed truly integrated personalities. Christian social virtues will be cultivated—charity, tolerance, order, humility, patience; charity, sharing materials and equipment; tolerance, respect for the work of others; order, the right care of tools and materials; humility, acknowledging God-given talent as well as limitations; patience with self and with others when working together. Right thinking will be formed through problem planning, discussion, execution, and evaluation. Leaders of tomorrow will be made through the formation of habits of creative thinking and acting.

Incompetent Judges

Teachers are not the only grownups who fail to grasp these strong basic truths of the child. Children and their artistic productions are still widely judged according to adult standards by parents, pastors, administrators. There are those not too harmful grownups who do not understand the child and humbly admit they know nothing about art, and so have a great

admiration for anything the child draws. But there is that other category, the grownups with an all too adamant attitude. One seems to sense the fact that they *do not wish to understand* "child" art and at the same time, they adopt a similar attitude toward so-called "modern" art. To them we direct this question: do you understand all foreign languages? French, for example, if you have never studied it and cannot understand a word of it, does that imply that an animated conversation by two Frenchmen makes no sense at all? Without any effort or study on your part, do you understand all about chemistry? radio? television? the atom bomb?

Could there possibly be an element of pride in this fear of "coming down to the child's level"? And tell me, if you have a toothache, will you go to the janitor or to the dentist? If you need bread, will you go to the nail factory or to the bakery? If it is information on the child and on child art that you lack, why not go to the child specialist and to the art education specialist?

What the Teacher Says

In one brief interview, the art education specialist will tell you:

1. The child is created to the image and likeness of God; therefore, respect in him

FOR CHILDREN OF MIGRANT WORKERS

Catholic school authorities, pastors, and Home and School organizations will be interested in the drive being started by the Committee on Juvenile Protection of the National Congress of Parents and Teachers in behalf of the children of migrant workers, especially since so many of the migrant workers are Catholics.

An advisory letter by Mrs. E. L. Church, chairman of the P.T.A. national committee, to all chairmen of P.T.A. state committees on juvenile protection says: "The welfare of these children is particularly the responsibility of our P.T.A.'s." The letter includes five suggestions offered to the P.T.A.'s by Elizabeth S. Johnson, chief of the Division of Child Labor and Youth Employment, U. S. Dept. of Labor, Bureau of Labor Standards: (1) P.T.A.'s should extend a welcome to migrants; (2) migrants should have such medical and health services as are available to others in the community; (3) children's clothing could be collected to enable children without suitable clothes to go to school; (4) community attitudes should be fostered for including migrants in religious, recreation, and other community programs; (5) state committees on migrants might be contacted for suggestions as to how P.T.A.'s could tie in their efforts with other agencies and organizations.

his faculties of intellect, will, imagination, and creative power which have been given to him by God.

2. The child uses these faculties and other God-given gifts—material, tools, time, senses, etc.—to give back to God that which he makes with his own little hands.

3. As an *individual*, each child differs from the other; and his own growth within himself varies physically, perceptually, intellectually, emotionally, creatively, socially, spiritually.

4. As a *social being*, each child co-operates with and serves and communicates with others through artistic productions.

Practical Problems

Granted that the understanding and sympathetic teacher has all this knowledge, theoretically and practically, from the specialist viewpoint, yet she still has many problems to face. There is the crowded curriculum, the oversized class ever nearing an "outsize," and repeatedly a lack of funds. The sincere and creative teacher will be ingenious in overcoming any semblance of difficulty in these so-called alibis. When she must face monetary difficulties, there is always an inexhaustible resource of native and discarded materials,³ which usually do not cost a cent but, perhaps, plenty of effort. Long-range planning, integration, working in groups, activities carried on as "homework," working outdoors on occasion—these are the solutions to many a problem that help keep art education in its proper place.

One of the gravest is the still current problem of coping with whole classes who have been exposed to and even sometimes saturated with step by step directions, the coloring of duplicated material, copying, in brief, the tyranny of the dictatorial method; and all camouflaged under the beautiful title of "art." Nothing is so detrimental to the creative and emotional growth of the child and his whole inter-related development. Because of the almost total lack of the child's normal identification with the experience—all of this definitely stymies the natural growth of the child, a growth as ordained by the divine Creator.

When the child has been so dwarfed, how inject the vital stimulant for revival of normal development and growth? The child has been emotionally blocked and has lost confidence in his power to express himself. This frustration has affected him

³Sister Mary Louis, S.S.N.D., expands on this idea in her paper, "Problems of Shortage of Materials: Tools, Space, and Time in the Ever Increasing Enrollment in the Grades," now printed in *Art Today in Catholic Elementary Schools* by Sister M. Joanne Christie, S.N.D., and published by the Catholic University Press.



The intermediate grades of St. Hedwig Industrial School, Niles, Ill., emphasized in their Catholic Press program the need of Catholic periodicals in the home. The Felician Sisters conduct the school. Rt. Rev. Msgr. Francis S. Rusch is the superintendent.

socially. His kinesthetic control may have been hampered and so he is affected physically. It's just one great vicious circle and no easy task to set all the wheels into proper motion and co-ordination to work one with the other. The child will need a great deal of encouragement balanced at the same time with sufficient help to prove that he *can* "say" it himself. Since identification of the ego with the experience is so vital in graphic expression, dramatizing and discussing personal or closely related familiar experiences will be a big help. Asking the right questions to stimulate the action will require infinite patience and tolerance. Offering a variety of materials and media provided they are within the correct range of the child at his level may hasten the revival of a normal artistic expression, and also solve emotional problems as well.

Besides these major problems, there are numerous others many of which must always be handled as an individual one in each case. For example, the teacher must sense just when it is the best time to introduce a discussion or to ask a question that will lead to improved expression; and just when it is the psychological moment to speak about space, about texture, about form. If the teacher grows in her professional outlook as the child grows, she will eventually sense the right time to say the right thing, to ask the right question, to introduce new media and materials. Especially will this be the case in handling the child who always draws the same thing the same way. If it is *airplanes* the child is always drawing, such leading questions may be asked, "Where is it going?" "Who is the pilot?" "How is he dressed?" "What did he do before he went into the airplane?" "If you were the pilot, where would you like to go?" "What would you take along?" Getting the child to identify him-

self with the experience is the first and most important step in forming the mental picture that he will translate into new material. Modeling in clay, for example, will also give him confidence to try new forms in graphic expression.

Teach the Parents

So much about the teacher and the child. Now what about the parents, pastors, administrators — especially those who are always measuring children by adult standards? The teacher who really loves and understands the child and his art expression will be so very enthusiastic about "child" art that she will make every effort to convince all the other grownups about its validity and genuineness. At P.T.A. meetings and on other occasions she will arrange demonstrations by the children, exhibitions of their work with explanatory charts, puppet shows, etc. She will have courage to attempt projects of such modern pieces as mobiles and collages provided they are purposeful; these stimulate conversation and thinking along philosophical trends. Slide lectures on children's work and art education films are available in good instructional and entertaining form. All of these means will prove invaluable to promote a mutual understanding among grownups.

The teacher more than all grownups, but likewise parents, pastors, and administrators will profit through developing their own creative powers. Perhaps there is no more potent manner of developing appreciation than through participation. Teachers have said over and over again during a participation conference or workshop, "Now, I'll be less critical of the children's work since I've handled a brush myself," and "I'll never again deprive the youngsters of the joy of using this medium."

Role of the Supervisor

As for the art supervisor, she can be of most assistance by kindly and patiently helping the teacher to solve her myriads of problems, and by planning participation conferences and workshops, where the teacher herself might grow. Besides participation, or direct experience in materials, the busy teacher and other grownups *must find time* to read. There is excellent material on hand, and I would recommend as a first must, Viktor Lowenfeld's *Creative and Mental Growth*.⁴

However, any amount of talking, of persuasion, or demonstration will not solve the major or minor problems of art education. The solution is in the *will* — you must *will* to read, and thereby learn to understand the psychology of the child and the philosophy of art — and *not* just look for recipes! You must *will* to look and understand, to discuss and understand; in brief, you must *will* to understand the child and his mode of expression and you must *will* the means of arriving at this understanding!

What a blessing for all children if that day come when all grownups realize the God-ordained gradual growth of the whole child! Meanwhile let us take heed of Bishop Sheen's prophetic warning:

Imitation is an escape from responsibility, the ignoring of character building, a flight from self-expression, and the avoidance of originality. Imitation enables the ego to assert without being committed to moral values or self-restraint. . . . Imitation without moral standards is loss of personality or the spoiling of character. This kind of mimicry develops a mass civilization which is the raw material of Communism.⁵

⁴Viktor Lowenfeld, *Creative and Mental Growth*, rev. ed. (New York: Macmillan Company, 1952), pp. 64-224.

⁵Most Rev. Fulton J. Sheen, *Life Is Worth Living* (New York: McGraw-Hill Book Co., Inc., 1953), p. 110.

CATHOLIC SCHOOL JOURNAL

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MSGR. RICHARD J. QUINLAN

Only a week before his death, we sat around a table in Atlantic City talking over the problems of Catholic education and of this JOURNAL with the Rt. Rev. Msgr. Richard J. Quinlan. He has been our genial and unassuming counselor these many years. He has perhaps been the Treasurer General of the National Catholic Educational Association even longer. He had served the archdiocese of Boston under Cardinal O'Connell and more recently under Archbishop Cushing. His most recent assignment was in Winthrop, Massachusetts.

Monsignor Quinlan, or as his simplicity suggested, Father Quinlan as we always called him, had all the great qualities of the priest in his service to man and God: fervent faith, friendly to all men, always uplifting, human and humane, always being about his Father's business. A constructive educator, a fine gentleman, and a devoted priest.

We shall miss him, indeed — his genial smile, his hearty handshake, his wise counsel — and so will many, many others because his beneficence was wide and deep.

May his reward be that promised to those who have instructed many to justice. May his soul rest in peace, and may perpetual light shine upon him. — E. A. F.

"OPERATION GOBBLEDYGOOK"

This is a project in the United States Air Force which is especially significant for economy and efficiency in government, but our concern is that it has important meaning for teaching composition. Here we have illustrations of Tallyrand's dictum that language may be used to hide thought. These learned-sounding combinations of polysyllables are not evidences of education, nor intelligence, but they are frequently evidences of lack of it, and of immaturity and confusion. Good training in composition in schools regularly will do much to teach organization of thought and simplicity of language — two qualities too often lacking in the present-day graduate.

Let us come to the point. Take a simple point about increasing the use of oleomargarine. Here is the original wording:

"The policy of the Air Force with respect to the use of oleomargarine is that it should be used in a ratio to butter in a proportionate amount to be predicated on its acceptability to the airmen."

But this was changed and made to read:

"The Air Force wants as much oleomargarine to be substituted for butter as airmen will accept."

Another good, brief example was the substitute for the older "a full explanation of the specific exigencies which prevented the issuance of written orders in advance" for the new and simpler form which asks "a full explanation of why orders were not requested in advance."

But let us give a more elaborate illustration which may seem unbelievable but which may be found, too, in learned journals as professors' English, including at least a few professors of English. Here is the original:

"In commands where quarters have been built from funds allocated for specific categories of personnel, or where the scale of accommodations differs markedly, in the interest of full utilization

of family housing, authority is granted to maintain separate waiting lists for personnel eligible for each class of quarters, and as quarters become available, to assign quarters and priority in each waiting list, provided the percentage of that category of personnel within the command has not been exceeded."

And here is what it became:

"Keep separate waiting lists for each class of quarters in your command. As quarters become available, assign them to eligible personnel in order. Don't exceed your quota for each class of personnel."

The effects on wasted man-hours and wasted money was great. We give only one fact. Since the Air Force was made a separate unit it has created more than 4,600,000 cubic feet of records or more than 14,000,000,000 pieces of paper. The Paper Management Committee burned all but 7 per cent of the records. Wasted human effort! Wasted space! Wasted material, and wasted money — but the greatest of these is wasted human life. — E. A. F.

ROAD BLOCKS TO EDUCATIONAL IMPROVEMENT

Getting on Band Wagons

In a paper in the volume on the Atypical Child (Catholic University of America Press), Dr. Frank J. O'Brien of the New York City public schools discusses impediments to growth and improvement in administrative or program planning. These road blocks make themselves felt in two opposite ways. The first way, it seems to me, expresses a way that is unfortunately increasing among Catholic educators — the way of imitation. The description of this first road block is so realistic that we quote it in full:

"There are those in every profession, for example, who because of the lack of effective mental discipline or adequate professional training and experiences, or both, obtain a false sense of personal and professional security by climbing aboard any and every new professional 'band wagon.' If they are not capable of starting a new fad themselves, they are among the first to get behind and push the frequently unsound educational vehicle of another. As one follows their careers he finds, in most instances, that, if their contribution to professional growth has resulted in anything positive, it was purely accidental. These individuals like to describe them-

selves as representing the liberal or forward looking segments of their profession. However, they seem to be motivated by the fallacious assumption that anything new or different is *per se* better than any belief or practice previously held, even though the real merits of the latter have been proved by years of experience to be valuable."

Danger in Catholic Education

There is very real danger that Catholic educators will follow the dominant fashions of the education of the day. It is natural to do so in view of the extent that the phrases expressing these dominant ideas are dinned in our ears in the educational journals and in the teachers' conventions. The popular educational textbooks used by the teachers are an additional propaganda source.

The extent to which Catholic educators in the secondary field "have fallen for" the life adjustment program is an illustration in point.

A True Conservatism

The other road block to improvement of educational practice is the attitude of those who stick without re-examination to "the beliefs and practices of yesteryear," disregarding any results, particularly in practical matters, of the passage of time, the accumulation of experience or new knowledge or new conditions. "Prove everything; hold fast to that which is good" is as good advice today as it was in St. Paul's day. Some practices do get outmoded, and others take on new significance and values, and still others hold promise of better things. Particularly because of the first

group, we must beware of those who believe that because something is old it is stale or no good. We must keep constantly in mind as Dr. O'Brien tells us: "Many of our most valuable tenets and techniques have been evolved in the past out of the crucible of long and evaluated experience, and for this reason alone they continue to contain real worth within the essence of their structure. St. Paul's statement is the true conservative position. We should always aim to conserve what is good in tradition, seek to understand its true values, and express the reason for the faith that is in us. This is especially true in the alien moral and spiritual climate in which we live, and in which we breathe the air of materialism in science and doubt and denial and drifting in religion. — E. A. F.

Criminology and Education

We are glad to call the attention of our readers to the review of recent textbooks and special studies in the field of criminology. We have personally examined and read extensively in all the books listed at the end of this article. It is not at all surprising to find that much of this literature of criminology has a great significance for education. In fact, many of the same problems are discussed by educators: nature *vs.* nurture; free will *vs.* determinism; the influence of environment, of social groups, and of personal qualities and problems; the great importance of psychiatry and mental hygiene; the effects of punishments. These and many other educational problems are seen in an entirely different light.

The School's Problems

The police, the courts, and the child guidance clinic in conjunction with a juvenile court are dealing with the school's failure. These are the children the school could not hold or who left the school in rebellion. The first significant factor in child or juvenile delinquency is truancy. There is an early indication of the roads to juvenile delinquency. It would be well if all teachers in the upper grades and in high school had a good special knowledge of the field of criminology. This would be a good course for the teacher-training institutions, to replace, if necessary, some

Edward A. Fitzpatrick, Ph.D.

Editor of the
Catholic School Journal

of the repetitious pedagogical courses. It would certainly be illuminating for any group of professional people to see their failures observed from an entirely different point of view but with the same professional purpose.

The textbooks in criminology examined (Taft, Sutherland, and Elliot) are amazing for the amount of material and for their scope. An ordinary college student is likely to get lost in the wealth of statistical detail and special studies. The students are likely to miss seeing the trees for the forest.

Unfortunately, underlying the field of criminology is the concept of determinism. The law itself, which a criminology should explain, holds the individual responsible for his acts, except for insanity or other incapacity or for duress. The sociologist become criminologist regards the individual as determined by his past experience and, in his situation with his background, there was nothing else to do. He was determined by his past, and society must

by a new penology, or no penology, but by treatment, restore him to normalcy. The extraordinary recent domination of the field by the psychiatrists and the psychoanalysts as revealed in these books has given new emphasis to the determinist position.

Simple Textbooks Needed

An examination of these textbooks raises questions about the teaching of criminology in the colleges and the need of a new type of textbook. These textbooks, because of their great length, the mass of undigested facts, and the number of conflicting studies can be of value only to professional students in the field of criminology. There ought to be a simpler introductory course in criminology intended for students in the liberal arts who wish to understand this aspect of community life. It would serve all students who, as good citizens, want to participate in community crime prevention programs. The more detailed presentation should be reserved for the professionals in the field. A course, and therefore a textbook, for the group outlined above and for use in teacher-training institutions would have the following character:

1. It would be briefer, the textbook having about 300 rather than 600 pages.
2. It would not clutter up the textbook with sterile facts.

3. The conflicting studies would be cited in footnotes rather than in the text.

4. As a textbook in criminology, its discussion should center around the legal classifications and definitions and not become a general textbook in social pathology and social disorganization.

5. There should be greater emphasis on free will rather than on determinism.

6. The great contributions of psychiatry should be accepted, but the tendency to overemphasize the psychiatric approach and particularly the philosophical implications of some psychiatrists should be overcome.

7. It should emphasize a multiple-causal explanation of crime in particular situations rather than general "causes" of crime.

8. It should place primary emphasis throughout on crime prevention.

Some of the Books

A remarkable book interesting to teachers as well as to criminologists is *Seduction of the Innocent* by Dr. F. Wertham. Here the amazing, shocking, and morally and intellectually cancerous crime comics are exposed after seven years of investigation. The contents of these stories are unbelievable. Minds filled with horror, violence, sadism, sexual perversion, could hardly be receptive of the quiet presentations of the classroom. The television

reinforcement of this literature is fully exposed. Unless you actually see some of these books the moral turpitude of authors, editors, and businessmen is inconceivable. * * *

Of the books on juvenile delinquency we may comment on only one here: *The Juvenile in Delinquent Society*, by M. L. Barron. One naturally pauses over such a title as further propaganda for the strong determinist emphasis in the social sciences. But it is not as bad as that. Here is the author's meaning in his own words: "The theory of a delinquent society implies that society plays an incredibly greater role in making the individual juvenile delinquent than the individual freely determines for himself (p. 202). The book itself is certainly a comprehensive review of the whole problem of juvenile delinquency. * * *

Two valuable reference books are included in the lists for libraries of teacher-training institutions particularly. One of these is a book of readings of recent literature—Vedder, Koenig, and Clark's *Criminology*. The other is the *Encyclopaedia of Criminology* published by the Philosophical Library. A great number of the articles are written and signed by specialists in the various fields.

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Definitions and Educational Terminology

X. Terms From Criminology, Especially Significant for Education

Juvenile Delinquency

Juvenile delinquency is the state of a young offender who has primarily violated a law, ordinance, or regulations made by authorized public agencies. He is called a delinquent rather than a criminal because of his immaturity due to his age. His ordinary characteristics include: habitual or frequent truancy from school and absence from home; antisocial conduct injurious to the health, person, or morals of others; and habitual waywardness or disobedience that is uncontrolled by parent or guardian.

Juvenile Courts

Juvenile courts, first organized in America in Illinois in 1899, are courts providing: (1) separate hearings for children's or juvenile cases; (2) a probation service

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for preliminary investigation and supervisory care; (3) places of detention separate from adults, and (3) its own court and probation records separate from those of adult criminals. This separate treatment of children from the regular criminal courts is based on the theory that all children are wards or under the protection of the state, and are not its enemies as criminals are presumed to be.

Crime

Crime most simply is a willful act or omission forbidden and punishable by law. This is the essence of the legal definition. Some criminologists call the antisocial acts which are called by the law crimes merely

acts of a person unable to meet situations in a socially acceptable fashion. Such a view tends to remove responsibility from the delinquent or criminal and assumes a deterministic attitude.

Recidivism

Recidivism is the state of relapse into former criminal habits; the repetition of crimes, particularly after punishment.

Criminal

A person who commits a crime. If the crime is a felony he is called a felon, if the general term is not used; and if the crime is a misdemeanor, he may be called a misdemeanant. If the crime is committed by a juvenile, he is called a delinquent.

White-collar Crimes

This term is defined by its creator, Professor Sutherland. A white-collar crime is defined as a violation of the criminal law by a person of the upper socioeconomic class in the course of his occupational activities. The upper socioeconomic class is defined not only by its wealth but also by its respectability and prestige in the general society. Serious objection has been raised to the term as being, for example,

(Continued on page 34A)

TECHNIQUES IN TEACHING RELIGION

Several years ago I taught religion to the four sophomore classes of a large high school. Having the opportunity of teaching the same subject four times a day gave me the chance of putting considerable time into the over-all preparation of this one subject. Consequently, a number of special features, which in educational language would be known as techniques, were introduced in an effort to make the course as interesting as possible. This article contains a list of these techniques, an explanation of some of the details involved in carrying them out, and an attempt at a realistic evaluation of them.

Before going into the subject proper it is necessary to explain a few details about the local situation in which these techniques were employed. The school in question was a boys' school and had four sophomore classes. The religion course was taught in the same room and by the same teacher for all four classes.

Here, then, are the so-called special techniques attempted: a special religion project for each individual during one six-week period; a pamphlet a month assignment; question box; special bulletin board features; interview by representatives from each class with a cloistered nun; explanation by each boy of a parable to the class; class visit to sacristy and chapel; Stations of Cross said in class period once a week during Lent; and emphasis on the life of the saint of the day.

Individual Projects

Now for a few comments on each of these procedures. One of the most surprisingly interesting and successful ventures was the project given each one as a six-week period assignment. This project was supposed to represent from five to ten hours of work outside of class. Many suggestions were given—plaster Paris models, e.g. of Jerusalem, Palestine, Calvary, etc.; scrapbooks on particular themes, e.g. Blessed Virgin, saints, sacraments miracles, parables, etc.; personal works of art, e.g. miniature altars or churches, carved statues, paintings, etc. The 140 students

Rev. Frank J. Kenney, S.M.

Marianist House of Studies

Washington 17, D. C.

turned in quite a collection of all these items. In fact, a room had to be found in which to store them.

An entire religion period was given for each class to look over all the works and to vote for the top ten. Prizes were awarded the winners. The better projects were exhibited for parents and visitors during the course of the year. Some boys really spent much more than the required ten hours on their project, whereas, judging by results there were also those who were given membership in my "Get-Finished-Quick" club. But all in all the boys really came across very well in this endeavor.

A Pamphlet Rack

To get students to read something spiritual in nature, early in the year, I constructed a pamphlet rack, took up a collection and bought more than 200 pamphlets, all dealing with religious topics. All of this took a good deal of time and patience. Getting the pamphlet rack built was the first and hardest job of all. I thought I would teach responsibility (or maybe it was passing the buck) by asking a student to volunteer to make the rack, but it turned out the individual volunteer was more willing than able, and the job fell back on the teacher's shoulders. The teacher also had the unpopular job of gathering the collection and later selecting the pamphlets.

Each student was assigned to read and write a short report on at least one pamphlet a month. Extra reports were worth extra credit. The pamphlets were taken from the racks, reports were handed in, but exactly how much reading was done is a question that would be hard to answer. It is certain that many boys frequently during the year took the pamphlets only to

scan through them for enough ideas to make a report. This might take as little as five or ten minutes. There were other "bugs" in the project: pamphlets wore out fast, some disappeared entirely or went out of circulation for long periods. Undoubtedly the boys did not get the full value that such a program of spiritual reading might have afforded, if used to full advantage. Knowing the ravages of original sin, one would not be too surprised to learn this. But at least they were all made aware that there exists such reading material and they were all exposed in some degree to read it. Some boys even showed the literature to other members of the family or to friends, both Catholic and non-Catholic. On occasion the material served as an aid to class discussion. This project did seem to bear some worth-while fruit.

Related to the pamphlet rack located in the rear of the room, was a question box. I have had question boxes before and since, but this one is the only one that really worked. Perhaps it was because there were four classes involved and the total number of boys provided a better chance of anonymity for the boy who had a question. Any question that did not pertain to the subject being treated in class was to be written out and dropped in the box. At the end of the day whatever questions were in the box were taken and answers were given to them at the beginning of each class the following day. Sometimes the entire period was used to answer and discuss these questions, due sometimes perhaps to the conniving of the students or by the design of the teacher. There was of course now and then a "wise" question of a sort to challenge the teacher's patience more than his knowledge. But that is all in the line of duty. In general, the question box provided interest and variety to the religion period.

The Bulletin Board

An attempt to stir up interest in things dealing with religion was the assignment to bring material for the bulletin board in the religion room. The material was divided

into five topics: Religion in the News, Saints of the Week, Movies (comments and classification), Sports, and even Cartoons. Groups of boys were assigned to each topic. In the beginning there was quite a bit of material and it was changed two or three times a week. But as time went on, efforts sagged. Maybe that was because the project was entirely voluntary. A teacher would undoubtedly get better results by somehow working grades or homework into the affair.

Interviews by Students

To give the boys some first-hand ideas of the life of cloistered religious, an interview was arranged with a cloistered nun from one of the convents in the city. A representative from each class, armed with questions given him by his class, was on hand to get the information for his class. The Sister explained the daily schedule, the number of Sisters, their ages, their regard for their vocation, the need for vocations, and other aspects of their life. The boys did not run out of questions, as the interview lasted until the Sister had to beg to be excused to attend other duties. Each boy had quite an interesting account to give to his class. The response and enthusiasm to this approach to the cloistered life was very encouraging, especially in view of the usual reaction of boys, and, for that matter, of even many adult Catholics, to the explanation of the need for and the importance of that life by one not living it.

Explaining the Parables

A little experience in public speaking and research work was given in the assignment to explain the parables, which were included in the program of the religion course for that year. Each boy was given a certain parable to explain to the class. A reference library of about ten books was made available to help the students with the necessary research work. Many explanations were sketchy, however, and some were even incorrect. Evidently at that stage, the boys were far from scientific Scripture scholars. It probably would have been better had they been obliged to write out their explanations first for approval before the presentation to the class. In this way, the teacher could have made suggestions beforehand for necessary changes or additions.

Visit to Church and Sacristy

Since the religion program also called for a study of the Mass, a visit was paid by the class, along with the teacher, to the sacristy and chapel of the school. There, the sacred vessels, vestments, and other equipment were exhibited and their use explained. This was also the occasion for

comment on serving at the altar and conduct in general in church and sacristy. Needless to say, for one thing, the boys like the idea of moving out of the classroom now and then.

There were no protests either, when, during Lent, each class was taken to the chapel to make the Way of the Cross. Such visits were scheduled during the religion period, once a week.

The Saint of the Day

To stir up interest, add variety, and as much as possible excite the desire to imitate, a few words were spoken each day about the saint of the day. Whatever knowledge the boys had with regard to the saint was solicited first. After a while a good number of them picked up the habit of consulting the calendar and at least being able to answer what saint's feast day was celebrated on a particular day. Everyone likes to hear or tell a good

story and the lives of the saints provide plenty of material that is fascinating to high school boys as well as everyone else. It seems to me this should be a necessary part of every religion class. It is true that it takes quite a bit of time, at least the first time around the calendar, for the teacher to inform himself about all these stars on God's team, but it certainly seems well worth the effort, both for student and teacher.

And that concludes the comment on the special techniques employed in teaching religion during the course of a particular year in the circumstances mentioned. This article was not meant to be a long list of brilliantly successful classroom ventures of a model teacher—far from it! It is only hoped that there may be some useful ideas here as well as some consoling thoughts for teachers who also find their ups and downs on the sometimes rocky road of education.

A Vocabulary Assembly

John H. Treanor

Francis Parkman School
Jamaica Plain 30, Mass.

Have you ever tried an assembly program utilizing vocabulary activities, with pupils contending to prove their knowledge of words? With fourth graders on equal terms with eights? With complete audience participation? Do movies and filmstrips fail to satisfy? Are patriotic observances stereotyped? Do boys and girls need more "live" assemblies? Perhaps, then, the following suggestions will prove novel, challenging, and entertaining.

Studying Words

Let us assume a school in which the study of words, begins in grade four as an integral part of the language arts program. Any useful scheme will suffice. One good plan¹ is to concentrate upon fifteen or twenty generic words to which are subjoined innumerable specific words under the respective categories. For example,

these are generic words: go, see, say, happy, sad, and so on; and these are specific words: rush, stare, whisper, buoyant, gloomy, and so on. If the generic word "go" is studied, say for a two-week period (allowing about 30 minutes per week), an average fourth-grade class will produce almost a hundred specific words, of which the following are typical:

step	plunge	walk
zoom	escape	track
wander	crawl	troop
visit	glide	stagger
stumble	slip	speed
take off	approach	march
run	creek	

Upper grades, being more mature, will greatly extend the list—the fifth grade producing more than 100, the eighth grades considerably more than 200 specific words.

The generic word "go" having been studied, another two-week cycle concerns "see," and another cycle concerns "happy," and so on. And if all the grades from four through eight make a simultaneous study of the various generic words, a whole school will thus be entirely familiar with this type of vocabulary work. Hence, all the pupils will be prepared for an assembly on words; and while only a small

¹See Treanor's English Series, Pamphlet, No. 2, *Vocabulary Study in the Elementary School*, published by the author.

number will be contestants, all others will be interested observers, and, as will be seen, participators in the auditorium program. For every boy and girl, whether in grade four or in grade eight, will have been exercised on the same generic words, each class (and indeed each pupil) according to ability. But everyone is concentrating upon the same broad area of vocabulary and there is thus established a common bond based upon common knowledge.

The Assembly

Now for the assembly itself (requiring about forty minutes). Let one teacher serve as moderator and two others as recorders. Then let two teams, each of ten pupils, take their places upon the platform — on one side two fourth graders, two fifths, two sixths, two sevenths, and two eighths; and similarly a second team on the other side.

The contest is very simple. The moderator designates a generic word, for example, "go," as the framework for the contest. Then each pupil, beginning with the four fourth graders, must give five specific words meaning "go" — as for example, "run," "hurry," "rush," "trot," "gallop." These are listed by the recorders. But no words may be repeated. Thus while the first four contestants will have a relatively easy time to produce the first 20 words, the game becomes progressively more difficult. By the time eighth-grade pupils shall have come to their turn, with the list already numbering 80 words, the difficulties are challenging. The game, then, is to reach 100 specific words meaning "go," and the team wins, assuming that some contestants fail, that contributes the greater number.

Some Variations

The moderator may enliven proceedings with a number of variations. Should a given contestant fail to add his new words, the moderator may call his opposite number, or he may award double points to a successful contribution by a member of the opposite team that is in the same grade. If neither team can progress, he may invite the audience to make contributions. These and other variations can easily be invented, to provide a lively and sustained program. At the close, of course, the winning team and its score are announced.

Pantomiming Words

Here, too, is a most interesting way to close the assembly. Let the moderator, at the end of the contest, bring onto the platform some pupils who are prepared to

pantomime certain specific words while the audience is asked to guess the word. Thus, a boy may limp across the stage, or lurch, or dawdle, or rush, or gallop, or crawl. Several actors may march, or parade, or race. A girl may dance, or tip-toe, or float, or swish. On costumes and scenic or musical effects, the sky is the limit. And all the while, the audience must guess the particular specific word being shown in pantomime.

Choosing Contestants

To choose the contestants for the main part of the assembly, any number of variations lend zest to the affair. The grade teachers may choose representatives. The pupils may choose them. Or the moderator may call them from the audience just at the beginning of the assembly. This last scheme is very interesting, insuring as it does that every last pupil (being forewarned) will do his best to be ready.

Finally, the character of the generic word provides variety. The word "go" is fairly easy, having literally hundreds of specific words. So is the word "say." Words like "good" or "help" are less easy. Hence, if a series of these assemblies is envisioned, it would be well to begin with the easier words and advance to the more difficult. With the latter type, a ceiling of 50 or 75 words will be proper; nor is there any reason why more than one generic word (with a small number of specific

words) could not be used in one assembly.

Complete Participation

Thus an assembly on vocabulary. For the pupils, it provides a novel and an exciting period, in which all share a common enterprise. Both those on the platform and those in the audience are active participators, and what is most exciting, the younger pupils compete on fair and auspicious terms with their older friends — always a satisfactory arrangement for the underdog! As a matter of fact, half the excitement of the assembly comes when one or another fourth grader can put an older pupil to shame! Such an assembly, too, gives a great fillip to the study of vocabulary, and the amount of dictionary work set off by such a program is too astonishing to relate.

For the teacher, a vocabulary assembly (and other phases of the language arts curriculum are admirably suited to similar programs) permits a splendid correlation among the several grades. It places the fourth-grade pupils upon fair terms with older pupils. It easily wins complete audience participation. It makes the study of words alive and personal. It engages the competitive spirit of boys and girls. And finally as an antidote to the vacuous passivity of modern entertainment, it provides a lively program, real and "in person," that from beginning to end is a distinct intellectual challenge.

Whizzo: A Combination Game For Primary Grades

**Sister Marie
Francile, F.S.P.A.**

St. Augustine School
Spokane, Wash.

Each child has on his desk a card on which are written in random order five or six answerless combinations. In preparing these cards the teacher will have to be careful that she makes no two cards identical. She may arrange the combinations either vertically or horizontally. According to her choice, she may place on the cards only addition facts, or only subtraction facts, or both.

Each child provides himself with a half dozen buttons or counters for the game.

The teacher or child who acts as the

"caller" has a set of small cards, each of which bears a number. These numbers range from 1 to 18. These cards should be placed face downward and in mixed order. The "caller" picks up one card after another and calls out the number it bears. As a child finds on his card a combination, or occasionally two combinations, which correspond to the number called, he places a button on that particular combination. The first child to cover all the combinations on his card calls out "Whizzo."

As a check on his accuracy, the child then reads his combinations aloud, giving the answer for each. If they are thus proved correct, that is, if they correspond to the numbers (the answers), called by the "caller," the child is the winner for that game.

The Home Helps the School

How often have teachers complained of the fact that too much responsibility is lifted from the realms of the home and dumped into the crowded classroom. Teachers seem to imply that the parents do not want to share responsibility, or are even consciously shirking—putting the teacher into the position of a scholastic martyr.

How often do teachers ask parents to share, really share—not simply making costumes for the school play, according to strict specifications as to design, material, and final due date! “Bearing the whole responsibility” may sometimes be synonymous with taking all the honor and glory of doing things, and wanting others to contribute to that glory, but never, no never, taking actual part in the planning and creation.

Teachers are not the only clever people in the field of child training and getting the child to do things. Surely every teacher can remember doing things in her own home, under the gentle persuasion or sterner urging of a clever mother, in the fields of sewing, of food preparation, or character building, of right choice of reading, of radio and TV programs.

A Call for Help

A particular project of actually sharing responsibility with the home grew out of a dilemma. The instructor in clothing found herself saddled with a group of students who just did not want to sew; who did not see any need for making the things their parents could more easily buy for them. How put a bomb under them, to blow up their boredom? How get action?

The instructor got the idea of putting the school into competition with the home. There would be a style show in which the “creations” could come either from the home or the school. The “models” were all to come from the home, in the persons of the small fry—little sisters or brothers, nieces or nephews, or in a pinch, the neighbor children. And who can model more unself-consciously than a little child just beyond the toddling stage, and who can more unself-consciously delight in, and enjoy the limelight.

The Planning

The students in the sewing class canvassed their home room to get signatures for contributions: who would contribute, what article; name of the “model” and

Sister M. Ignatia, O.S.F.

Assumption School

Granger, Iowa

age; work to be done at school or at home. The “at-home” contributions outnumbered the ones to be done in school. Here was a “sharing-of-responsibility” with a vengeance. It put the bored students on their mettle. They signed up, too, and they sat down at their sewing machines to produce something.

Parents came to the instructor to find out just what was wanted, more than eager to put Timmy or Peggy into the daintiest little skirt, or the most fascinating sleeper. The instructor relayed the parental enthusiasm to the students; it caught fire. And things began to move.

With the age limit put at the height of seven years, Parisian creations were out of the running. But there were sleeping costumes of all kinds—fancy nightgowns with ruffles and ribbons, flannel sleepers with bunny designs in all colors, pinafores that made the wearers look like something out of fairyland; and tiny skirts with shoulder straps to hold them up, and cancan petticoats to make them stand out.

The Style Show

The unique style show was put on for a home and school evening entertainment.



A large framework was constructed, big enough for the designer and her model to step through. It was trimmed with frilled, golden crepe paper, with a floor lamp near it to give just the right glow to the picture.

The designer, leading the model by the hand, stepped through the frame, paused for a moment's admiration from the audience; then to the tune of lilting record music stepped to the front of the stage, turned the model gently about to be viewed from all angles. The model curtsied, blew a kiss to the audience, and retired to the side lines to make room for more models.

The audience, being parents and near relatives, were more than partial; the applause was both for the garment modeled and the little model; and it was most enthusiastic. The creations made at home under the direction of a mother or an older sister, and those done at school, took equal honors. It was all for the honor and glory of both home and school.

The instructor discovered that, though her particular class could hardly handle a needle, and did not know the difference between a seam and a hem, not all the girls in that school were in the same category. There were many families whose skill with the needle and the sewing machine had much of the real artist in it. There was a family of DP's whose two little six-year-olds modeled a beautifully



The young craftswomen use primary and pre-school children as models at their juvenile fashion show.

designed and embroidered Hungarian dress, and a German Schwartzwaelder dress. Europe showed it had much to give in exchange for what it was receiving in America.

The Results

These specially designed costumes stole at least part of the show, but not all. The youngsters in warm flannel sleepers took it as part of the before-bedtime-romp, on the stage or off it. And the style show turned into a most delightful family riot.

The good mothers had sparked the sew-

ing class. After the style show the students made a field trip under the direction of the instructor and the parents, to one of the larger department stores, where a guide took them from department to department, explaining textiles and their uses. This put the bellows to the spark that had been enkindled. Thanks to the co-operation of the home, the sewing class went into action and produced.

Perhaps the home has not shared responsibility because it was not asked, not necessarily because it did not want to, or could not. It's worth putting to the test!

The Achievement Folder: A Measurement Technique

Cropley Andrew Phillips

Logan School

Wilmette, Ill.

The achievement folder can be considered as a supplement to the guidance or cumulative record folder. It can be kept by the individual teacher without too much time and effort or a rotating faculty committee can keep up a group of such folders for a faculty as a whole. I have kept achievement folders for several years with excellent results. They have enabled me to note accurately both the progress and the difficulties of the boys and girls I have taught and they have furnished me with material usable in needed remedial work.

Their Purpose

A careful study of 10 or 15 papers filled with arithmetic problems worked out by a particular pupil in fulfillment of assignments will reveal difficulties not always possible to get at in class, through the study of paper submitted at intervals over a long period of time, or through standardized tests or oral interviews. My own records have been kept not only in arithmetic but in science and language as well. Individual folders for particular pupils should be used and pupils can be used to help in the mechanical part of any necessary filing. If a rotating faculty committee is used to keep achievement folders in a record room for a school as a whole,

the membership of this committee can be changed at frequent enough intervals so that the extra duty will not be too great a burden.

The Organization

The following are phases of development which I have studied in previously mentioned classes:

Arithmetic (Grades Five and Six): (1) digit sense; (2) number sense; (3) understanding of zero; (4) process sense; (5) problem solving ability; (6) example solving ability.

Language: (1) sentence sense; (2) paragraph sense; (3) topic sense; (4) spelling; (5) grammar; (6) neatness; (7) writing style.

Science: (1) value of scientific facts (in the group of papers studied); (2) Organization of these facts by the pupil; (3) understanding of these facts by the pupil; (4) written reports and drawings of actual experiments made in class. It should be explained that the papers studied in science and language were compositions and written reports.

Use of Folders

Studies which I made at intervals required that a diagnosis be made of the papers in each pupil's folder. I prepared a chart on which I rated each pupil according to his rank in each phase of the course work noted above. A numerical system with a general rating for each number was employed in the following manner: (1) superior, (2) excellent, (3) very

good, (4) good, (5) satisfactory, (6) fair, (7) poor, (8) unsatisfactory.

The following individual charts show how this system was applied in analysis of strengths and weaknesses.

Arithmetic 5	Student A	
	Nov.	Jan.
(1) DS	3	2
(2) NS	3	2
(3) UZ	4	3
(4) PS	4	2
(5) PSA	5	3
(6) ESA	4	2
Development	4	2
Status		
Attitude	4	2
Comments		

March — Coming very nicely. Has made progress this year.

Arithmetic 5	Student B		
	Nov.	Jan.	Mar.
(1) DS	6	6	6
(2) NS	6	6	6
(3) UZ	7	7	6
(4) PS	6	6	7
(5) PSA	7	7	7
(6) ESA	7	7	7
Development	7	7	7
Status			
Attitude	2	1	1
Comments			

November — Greatly in need of all possible help. January — Still needs all possible help. March — Has improved but will always need help.

An Aid in Evaluation

The system is subjective and yet it is objective because it permits the designation of five classes of pupils with ability and of three more or less without ability. In addition to the phases of course work studied above, general class development status and class attitude were rated by this numerical system. These ratings and the ratings for course work combined to furnish a significant picture of each pupil's academic growth.

Grading is anything but a developed science. It can almost be said that evaluation is the most controversial part of teaching. Granting the merits of all systems now in use and not exaggerating their respective demerits, much remains to be done before it can be said that education operates at full efficiency when it attempts to gauge pupil progress.

The following principles can be used as a basis for developing an achievement folder project:

1. All achievement folders should aim for the goal of keeping up to date a record of class and individual strengths and weaknesses in particular subjects.

2. Phases of the subject in which the

pupil is expected to progress during the course should be decided upon at the time the folder system is set up.

3. These goals should be explained to the class which will work toward their achievement.

4. A summation should be made of class and individual strengths and weaknesses at reasonable intervals during the year.

It must be emphasized that these principles are basic. Principles followed in particular subjects will vary. The phases of development listed earlier in this paper are appropriate goals for the subjects concerned.

Explanation

I have used the word sense as part of the arithmetic and language goals in a very general way. It should be pointed out that a few moments spent in study of a number of short papers written during a marking period will reveal how well a particular pupil understands the function and use of digits and numbers in arithmetic. The experienced teacher can be relieved

of many weary hours of grading by this simple search for evidence. The beginning teacher can acquire the skill with practice.

Reading of an accumulated number of papers in language can reveal sentence, paragraph, and topic sense in similar manner. It must be emphasized that the word sense is considered as meaning, applied understanding, in this paper. The experienced teacher does not need to average grades and follow other obsolete measurement procedures when he is confronted by evidence of this type of pupil sense. Again, the beginning teacher can acquire needed skill with practice.

I have used the achievement folder to acquaint pupils with their progress in individual interviews and have thereby provided a successful substitute for previously mentioned wearisome procedures. I grant that standardized tests will always have a place in education and that a certain amount of grading is inevitable but I wish to stress that a well-developed achievement folder project can minimize the measurement load.

With A Theocentric Viewpoint

Trees: A Unit for Grades 3-5

Often, too often, religion is taught in isolation. The child in the classroom is instructed and actually does verbalize the question and answers in the catechism text, but — with regard to religious principles applicable to everyday living — he is, in many instances, not sufficiently motivated. It is universally recognized that religion is a process study; as such, it should effect continuous change in the mental attitudes of the individuals concerned. If it does not become functional, if it is not adequately absorbed and does not tend to permeate the thoughts, the words, and the actions of those being instructed, then, it is not being taught as it ought to be. Consequently, it becomes self-evident that the total school-day activities must reflect a God-centeredness. Every subject should assume a theocentric nature; every subject can incorporate a theocentric point of view. Consider the following abbreviated unit on the forests.

Theme:

"And on the third day, God made the trees. . . ."

Sister M. Paulette, V.S.C.

Mother Mary Mission

Phenix City, Ala.

Ultimate Aim:

Develop an understanding of God's goodness to man — His goodness as expressed in the grandeur of nature's forests.

General Objectives:

- I. A. To give the child an understanding of how the trees were made by God to serve man and the animals.
 1. Men build homes from the wood of the trees.
 2. Birds and other animals make their homes, either in the branches or in the trunks of the trees.
- B. Show the subjective relationship of the tree to our daily living. Many home necessities and conveniences are made of wood.
 1. Furniture — table, chairs, cupboards.

2. Toys for the children — wagons, dollhouses, baseball bats, etc.
- C. Consider the objective value of the trees to the convenience of mankind.

1. Trees are indicative of the seasons.
 - a) Blossom-laden in spring.
 - b) Leafy in summer.
 - c) Colored in autumn.
 - d) Bare and brown in winter.
2. Trees afford shade to the passers-by.
 - a) Picnics made more enjoyable.
 - b) The hot and weary find cool relief.

- II. Stimulate an active interest in the study of the present-day methods of forest conservation.

- A. Forest towers erected.
- B. Safety trails are blazed where the foliage growths are thickest.

- III. Extend the child's knowledge of our national program for the preservation of the forests.

Instill a realization of the necessity of such a program.

- A. "Cut one tree — plant two" policy.
- B. "Nurseries and enclosures for small growing tree plants" set up.
- C. National parks established.

Specific Objectives:

1. To clarify the concept that the tree is a big plant.
2. Stress the different types of trees.
 - a) Fruit — supply man with food
 - b) Shade — add to man's comfort
3. Discuss and point how bare our city streets would be without trees.
4. Elicit examples of tree fun. Tell Swiss Family Robinson story.

Approach:

Arouse interest in the subject matter by teaching a short playlet about the forests.

Problem:

Man makes home from the wood of the tree.

Discuss: The order in Nature is visible evidence of God's wonderful design in Creation.

Develop:

How a tree lives

Clarify the three characteristic parts of every tree — roots, trunk, crown.

Draw a tree — marking out the major parts.

Discuss what feeds a tree.

Leaves are like factories — compare digestive organs in the body to the digestive mechanisms in the leaf.

How a tree grows:

Growth is in height and spread of branches.

Trees bear flowers — reproduce by seeds.

a) Seeds of many trees are winged, easily scattered by the wind.

b) Heavy seeds, nuts and acorns, are carried from the parent tree by birds and animals.

Where a tree grows:

Distinguish between porous and hard-packed soil.

Trees make demands upon the soil; they also help to enrich it.

Timber is a Crop:

Lumbermen perform a risky and spectacular job.

Cut logs transported by stream.

Average tree contains 5000 board feet of timber.

Average day sees 300,000 board feet of lumber cut in a big camp.

Discuss home building, from the log cabin to our present frame home.

Problem:

Birds and animals find shelter in the trees.

Forests contain myriad varieties of plant life.

Discuss: The Beauty in Nature is a reflection of the Way, the Life, and the Truth — which is God.

Consider: Timid deer, cropping vegetation in the woodland; the bear in a tree, stealing honey from the bees; the sly fox; the busy squirrel; the inquisitive bobcat; the grouse upon his mossy log; the musical thrush; the raccoon, dipping his paws cautiously into the cool waters of a running stream or searching for grubs along a rotting log; the moose browsing along a lake shore; the busy beaver cutting willows for a den; the gamey fish in the stream. . . .

Wild game and fur-bearing animals, which the forests harbor, are valuable resources.

Collect pictures of these various animals in a labeled scrapbook.

Arrange a frieze depicting forest life.

Problem:

Many home necessities and conveniences are made of wood.

Discuss: The forests were created by God to help man meet the challenge and supply the necessities of life.

Problem:

Trees are indicative of the seasons.

Discuss: Trees exist in time; they are subject to change. God is timeless: He is, was, and always will be.

Blossom laden in spring

List the trees bearing fruit and leaf blossoms.

List the trees bearing only leaf blossoms.

Discuss danger of frost and cold to such trees.

Of what use are the smudge pots?

Some trees supply men with food; name them.

Other trees supply man with comfort; name trees of this type.

Leafy in Summer

Afford shade to the passers-by.

Picnics are made more enjoyable.

Illustrate difference between a summer tree and a winter tree.

Discuss how bare our city streets would be without trees.

Colored in Autumn

What causes the change in color?

Draw the trees. Color one green, the others of varied hues.

How do the fallen leaves enrich our land?

When should the raked leaves be burned?

Tell of some experience you have had with autumn leaf fun.

Bare and brown in winter

Do the trees die in winter?

Why is the winter Christmas tree green?

Draw the tree — wearing a winter dress, a summer dress, an autumn dress, a spring dress.

Collect pictures of the various season scenes. Note particularly the changing tree.

Problem:

Present-day methods of forest conservation.

Discuss: The conservation of nature's gifts is an indication of man's appreciation; it is an indirect acknowledgment that this is God's world.

Integration:

Religion:

The tree may be discussed in reference to the cross on Calvary Hill.

Point out the wisdom of the Creator, who didn't create a treeless world.

Review the days of Creation.

Spelling:

Words, that are directly connected with the unit work, may be drilled and taught, e.g., tree, bird, nest, forest, etc.

Arithmetic:

Hectograph outlines of trees. Specify the number; then draw leaves on the branches accordingly.

English:

Simple sentence construction may be encouraged.

I see the bird.

The bird was created by God.

It lives in the tree.

It lives in the tree that God has made.



An Extreme Unction Project. Each child in the 5th grade at St. Andrew's School, Kenmore, N. Y., made a miniature sick-call set and dramatized how to meet the priest when he comes to administer Extreme Unction. The Sisters of Mercy of Namur, Belgium, are in charge of the school. Sister Agnes Marie is the 5th grade teacher.

Reading:

These sentences may then be printed on large, white cards and used as reading charts. Labeling pictures is also a source of reading material.

Art:

Present varied opportunities for creative expression.

Correlated Activities:

1. Plant a "class tree" in the schoolyard.
2. Gather leaves; make wax leaf molds.
3. Paint acorns various colors with poster paint. Then make bracelets and necklaces with them.
4. Plan a class picnic to a nearby park or woods, that is comparable to a forest.
5. Construct a miniature forest, using green crepe paper for the treetops.
6. Discuss papermaking. Assemble paper of various textures and weight.
7. Invite a forest ranger to speak at one of the school assemblies.
8. Present a movie film about the forests.

Culminating Activity:

1. All the facts and interests developed during the progress of the unit can be clarified and re-emphasized by an exhibit of the accomplished work. Parents may be invited.
2. Discuss how a child uses the tree every day of his life.

Evaluation:

In the light of basic achievement standards, have the following concepts been developed:

- "Idea of treeness"
- "Idea that the tree plays an important role in the life of man"
- "Idea that lumbering is a vital industry"
- "Idea that a treeless world would be a sorry world, indeed"
- "Idea that tree life must be promoted and conserved"
- "Idea that the *omnipotence* and *wisdom* of the Creator is evidenced by the forests of today, for, in the words of the poet: "only God can make a tree."

Voice:

Shrill, sweet, gentle, musical, high-pitched, hoarse, rasping, melodious, harsh, cultivated, husky, monotonous, quavering, throaty.

Head:

Flat, small, massive, bald, long.

Skin:

Pale, fair, ruddy, pallid, florid, clear, delicate, olive, pink.

Teeth:

Even, irregular, pearly, prominent, large, strong, gleaming.

Mouth:

Generous, determined, firm, weak, thin-lipped.

Eyes:

Laughing, piercing, shrewd, clear, glassy, wrinkling, sparkling, deep-set, twinkling, vacant, snappy, mischievous, dreamy.

Hair:

Curly, flaxen, shining, silky, woolly, coarse, unkempt, tangled, bushy, tressed, scraggly, spiky, stubborn.

Hands:

Brawny, grimy, nervous, chubby, clammy, horny.

Conclusion

A novelist could present a long paragraph in describing the neck and nose, a page of the profile, and a chapter on the chin. I have reduced my adjectival vocabulary to lowest terms to meet the level of ordinary excellence.

SAFE BICYCLE RIDING

The AAA School Safety poster for April carried the theme "Stop for Thru Traffic." This is only one, although a very important one, of the cautions which bicycle riders must observe. An official of the AAA says that during the last year for which complete figures are available, nearly 500 children were killed while riding bicycles. He suggests:

1. Ride in a straight line—don't suddenly change your course; don't zigzag or do "trick" riding.
2. Bicycles are designed for one person. Do not carry anyone else. Keep both hands on the handlebars.
3. Ride under your own power. Don't hitch on to cars or trucks ahead of you.
4. Obey officers, Stop and Go signals, and Stop signs just as car drivers do. Always signal long before you turn or stop. Use standard car driver arm signals.

Use Precise Adjectives

Teach your pupils to avoid the toilworn and weather-beaten "nice," "lovely," "wonderful," and other antediluvian descriptive epithets. Precise adjectives usually are plentiful. Choose the one which best describes your subject.

Appearance:

Athletic, lank, frail, slender, commanding, erect, gaunt, delicate, loose-jointed, solid, robust, gigantic, noble, stately, stout, stocky.

Walk:

Tottering, sauntering, graceful, agile, deliberate, military, brisk, stiff, ungainly.

Shoulders:

Big, great, large, square, broad, high.

Step:

Shuffling, stealthy, measured, martial, dainty, cautious, bold.

Dress:

Becoming, modest, gaudy, simple, neat, slovenly, stylish, appropriate, tasteful, costly, quaint, immaculate, threadbare, flashy, flimsy.

Sister M. Augusta, O.M.

St. Joseph's Convent

Portland 5, Me.

Manner:

Lively, haughty, dignified, frank, modest, pompous, awkward, polite, friendly, soldierly, boastful, clownish, charming, dainty, respectful, diffident, retiring, bashful, blustering.

Expression:

Cold, shrewd, hideous, ugly, blank, innocent, intelligent, earnest, thoughtful, cunning, cruel, pleasant.

Forehead or Brow:

Broad, noble, retreating, intellectual, high, low, bulging, flat.

Face:

Oval, round, pinched, full, strong, attractive, haggard.

Nose:

Aquiline, blunt, snub, sharp, crooked, hooked, Grecian, Roman, pug, stubby.

Safety and Health: A Unit for Grade 2

Problem:

How can we be healthy and safe at home, at school and at play?

Overview:

The children learned in the first grade the importance of obeying rules to make for happy home life. The purpose of this unit is to give second-grade children a better understanding of the importance of health and safety in their daily lives. They are made aware of the need for rules concerning safe and healthy living in the parish and neighborhood, and through their study of the Ten Commandments they will become aware of obeying all laws made by God, for a happier life. As a consequence they will see the reasons for obeying traffic laws and laws of safety and health for their own protection. The children must be led to realize that happy lives require not only healthy bodies but healthy minds as well. Each boy and girl is a temple of the Holy Ghost and their lives must be formed around this realization.

Objectives:

1. To develop a desire to keep safe and healthy.
2. To develop the attitudes of co-operation and courtesy.
3. To understand the importance of obedience as a means for safe and healthful living.
4. To develop an appreciation of dependence on God.
5. To develop responsibility for the safety of others.
6. To realize that people who share and are kind will live happy lives.

Approach

One of the first questions soon after school opens in September is, "What is that thing in the middle of the street"? In our particular town we were given by the safety council, a full-sized metal replica of a patrolman. It stands at attention in the middle of the intersection. The question above, which is asked each fall without fail, gives an opening into the safety and health unit. After the above question is asked, a discussion can be carried on concerning the safety pictures displayed

Sister M. Leone, O.S.B.

St. Joseph's School
Mandan, N. Dak.

on the bulletin board. We shall endeavor to teach the importance of safety at school, at play, and at home. As the introduction is presented some of the children will suggest things they would like to find out about safety. Because the children are interested in knowing more about the sign standing in the intersection, the teacher can turn to school safety as a beginning. Encourage the children to seek for information from their older brothers and sisters who have had previous experience with the "metal guard."

Teacher — Pupil Planning Period:

How can we learn more about safety at school? Children give suggestions as to possible activities such as:

1. Bringing pictures of activities that happen at school.
2. Reading stories about safety at school.
3. Drawing pictures of the safety patrol.
4. Ask our brothers and sisters to tell us about safety at school.

Study Exercises:

A. Safety at School:

1. Discuss with the children why we have patrol boys at our school. Do these patrol boys help us in any way? Do we obey the boys just because they keep us safe, or is there another reason?
2. God has given us the Commandments as His laws and we must obey them. So in our town we have laws; we must obey them or we will have trouble. If we disobey the patrol boy and we are injured by a car it would be our own fault. What would have happened if we had obeyed?
3. Read *Living in God's Laws*, Book 2, pages 44-45. The story is about the Commandments and can be correlated well with safety laws.
4. Have the children name rules that could be used as safety rules in our school. List on board.
 - a) Walking, not running in corridors and on the stairs.

- b) Take care on playground—do not push or trip another boy or girl.
- c) Play fair and be courteous.
- d) Always wait your turn—in lavatory, passing on stairs, playing.
- e) Look where you are running.
- f) Use drinking fountains carefully.
- g) Keep feet under desks.
- h) Keep crayons, pencils, and other things away from eyes, nose, ears, and mouth.

i) Walk and do not run in the classroom or corridor.

5. Refer back to the rules given under No. 4 and ask the children to draw a picture of one of the rules listed on the board.

6. To show the reason for the rules which the pictures depict, make up stories which show the consequences of violating the rules.

7. Teach the song "Careless Jackie" on page 26 of the *American Singer*.

8. Read *The Health Parade*, pp. 159-162. What did you find out about automobiles? Now can you tell why we have patrol boys?

9. Dramatize what happened in the story in No. 8, when the patrol boys helped the children home from school.

10. Develop an understanding and appreciation for safety by showing the film *Safety to and from School*. Point out the things that should be looked for before the film is shown.

11. Discuss with the children the film that was shown. List on the board the points suggested by the children. What do stop lights mean? Ask your daddy to tell you why we have stop lights on our busy corners.

12. After the children have discussed this matter with their fathers, talk about it and teach the rhymes, "Diddle, Diddle, Dumpling" and "The Wise Little Pigs" on pp. 4-5 of *Mother Goose Safety Rhymes*.

B. Safety at Home:

1. Through a display of pictures concerning safety in the home, lead to discussion of safety at home. Where else must we keep safe? At home we must learn how to be safe. Can we formulate some rules that may help us?

2. Make large tagboard charts with the children's rules listed on them. The following may be some suggestions:



Vocation Exhibit at Annunciation High School, Denver, Colo. The students prepared the exhibit to show the activities of the Sisters of Charity of Leavenworth who have taught in the parish schools for 50 years. Posters at the right show the Sisters teaching, nursing, and caring for orphans and aged. The doll is dressed as a Sister of Charity of Leavenworth and the book "Come North," is a biography of Mother Xavier Ross, the foundress.

- a) Putting toys in proper places.
- b) Walking up and down stairs slowly.
- c) Climbing trees or high places.
- d) Keeping sidewalks clean in winter.
- e) Taking care of slippery floors.
- f) Tricks such as pulling a chair from under a person.
- g) Pick up broken glass.
- h) Scissors, needles, pins in a safe place.
- i) Danger of carrying sharp pencils in pockets.
- j) Handling hot pans.
- k) Playing with fire.

Try to draw these from the children. Guide them to think along this line and become conscious of their duty as members of a family and consequently their responsibility in helping to keep their family safe.

3. Refer back to No. 2. Do you think the safety measures we have discussed are foolish? Why are rules so necessary? Develop the idea that rules are necessary. Explain the use of the rules that the children studied in having happy home lives.

4. Have children name rules that could be displayed on signs throughout the school concerning safety. This can be correlated very nicely with art.

- | | |
|-------------------|----------------|
| a) Play Safe | e) Do Not Push |
| b) Slow | f) Danger |
| c) Take Your Turn | g) Walk Slowly |
| d) Keep Off | |

Teacher — Pupil Planning Period:

Must we be healthy to keep safe? How can we learn how to be healthy children of God?

1. Going on an excursion.
2. Reading stories, learning poems, and singing songs about health.
3. Making a health booklet.
4. Bringing pictures to tell about health in our lives.

Study Exercises:

A. Food:

1. Discuss with the children what else we must have besides safe lives to be happy children of God. God also wants us to have healthy bodies and in order to be healthy we have certain things to do. God has given each one of us a beautiful soul. Because our soul is a real temple—the temple of the Holy Ghost, we must take especially good care of ourselves. Obeying all of God's laws, but especially the Fifth Commandment is very important. The Fifth Commandment tells us we must not kill. This means also that we must take very good care of our bodies, by obeying the safety and health laws given to us so we can live better lives. Teach the song "Things to Eat" on page 140 in *The American Singer*.

2. Talk about the proper foods children need to be healthy children of God. Since this study is to be placed in the

fall, the children will be eager to tell about the things growing in their gardens at home. Name some things that grow in the garden—beans, spinach, lettuce, cabbage, peas, celery, carrots, tomatoes, potatoes.

3. Bring pictures of vegetables to be put in a booklet made by the children.

4. Show dependence of God by asking the following: Who gives us all these good things? What is needed to make these grow? Who gives us sunshine and rain? Who plants the seeds? Why did God give us plants?

5. Plan an excursion to a food store to see the variety and arrangement of foods. Before the excursion, a discussion should take place which will arouse the interest of the children and also stress the importance of the safety rules we have learned, as well as proper conduct on the tour. What things will we look for especially? How are foods kept fresh in the store?

6. After the visit to the store, some time should be spent in answering the questions we formulated before our trip. Be sure to ask about the conduct and also the points of safety previously discussed. Find out from the children what things they saw that were not in the garden at home: bread, butter, fish, eggs, milk, cheese, cereal, meat. Why do we have so many different kinds of food? Which food is the very best for us? Why? It helps build strong teeth and it gives us strong bones and energy to live happily.

7. Refer to No. 5 and discuss with the children the reasons for the foods they listed not being in our gardens. Explain the dependence upon other helpers in our community for health. Write a little story about the visit to the store. This to be put in the booklet.

8. Read *Good Times With Our Friends*, pp. 17-19. Do you think we should act toward food as Sally did? Explain the duty we have to keep our body well and strong. This is a very fine opportunity to bring in the hot lunch program we have in our schools. Eating right foods because God has given us food for this purpose. Obedience to our parents and to the Sisters who take care of the lunchroom in regard to eating food, and the appreciation for the things we have before us at the table.

9. List on the board the rules in regard to food. These may be copied by the children for their booklets:

- a) Eating at regular times.
- b) Chewing food well.
- c) Eat a little of everything being served.
- d) Do not waste food.

e) Be pleasant and share in the family fun.

B. Teeth:

1. Read *Spic and Span*, pp. 106-110. Tell the children of the great importance of good teeth. Discuss with them the care of teeth. Why are teeth so important? What must you do to have nice teeth besides eating the right foods and drinking milk? Find out just how the dentist helps keep you well. Teach "Milk Wagon" page 181 in *The American Singer*.

2. Consider the ideas of the discussion on the dentist and list the ideas the children gathered concerning this helper. List for them so the rules can be placed in their booklets:

- Use your own tooth brush.
- Brush teeth twice a day.
- Brush inside, up and down.
- Visit the dentist at least two times a year.
- Eat raw fruits and vegetables that help make teeth strong.

Draw a picture showing one of the rules. Print the rule under the picture.

C. Clothing:

1. Discuss the subject of clothing. How can our clothes keep us well? Wear proper clothes for various seasons—changing wet clothing as soon as possible. Wearing play clothes after school. Wearing pajamas when you go to bed.

2. Suggest making a display of pictures on the bulletin board clarifying points discussed. Have sections such as winter, summer, rain, snow, and fill in with suitable pictures which the children have gathered from home. Read *Spic and Span*, pp. 74-76, to help in discussing proper clothing.

3. The better readers can prepare the story "A Rainy Day," pp. 94-98, from *Growing Day by Day*. Tell the story to the class.

D. Taking Care of our Bodies:

1. Point out the reasons for taking care of our bodies. Many of these were discussed in the section concerning safety. Help the children see the wisdom in having sufficient rest and frequent bathing. Boys and girls in the second grade should have at least 11 hours of rest. Fresh air in the bedroom is essential for sound healthful sleeping.

2. Read *The Health Parade*, pp. 141-143. Did Dan do the correct things before he went to bed? List and copy for booklet some good bedtime habits.

- Go to bed early enough.
- Go to the bathroom.
- Take a warm bath.
- Brush your teeth.
- Wear pajamas to bed.
- Open the windows from the top and the bottom.

3. Draw a picture of you getting ready for bed. Keep in mind our good habits.

E. Colds:

1. Explain that many people get sick from colds. We catch them by breathing in the germs from other people who have colds, or from getting chilled, being in a draft, or getting our clothes wet.

2. Discuss ways of avoiding colds and if we do catch a cold what must we do to prevent it from spreading to others? List various rules for taking care of colds. Copy these rules for the health booklet you will make:

- Staying in bed and resting.
- Using paper handkerchiefs.
- Cover the mouth when coughing and sneezing.
- Eating the proper foods.
- Drinking plenty of water and milk.

3. Read *Good Times with our Friends*, pp. 39-41. What did Sally do when she sneezed? Do you think Sally knew some rules for colds? Prepare to dramatize this story. The children will enjoy it because it has a great deal of action.

Summary:

A. Safety at School and on the playground:

- Necessity for having patrol boys.
- Safety rules which we must obey just as we obey God's laws.
- Learning to play together safely and courteously.

B. Safety at Home:

- Formulate rules which guide safe living and happy living at home.
- Scan briefly the points mentioned in the unit study.

C. Health:

1. Food:

- All food comes from God.
- Eat proper things to be healthy.
- Necessity of milk in our diet.

2. Teeth:

- Rules for keeping strong teeth.
- Essential part the dentist plays in the lives of boys and girls.

3. Clothing: Wear different clothing at different seasons for reasons of health.

4. Care of bodies:

- Our bodies were made by God.
- We must keep clean to be healthy.
- We must have sufficient rest to grow properly.

5. Colds:

- Colds are the cause of much sickness.
- Germs are spread by being careless.
- Rules for caring for a cold.

Culminating Activity:

A health parade may be planned to be given for the mothers of the children. Care must be taken to emphasize each phase that we have studied in this unit. Poems, songs, and art work should be used at this time.

Evaluation:

By means of the pupil summary of topics discussed in this study, the teacher



The Assault Scene From "And Clare Heard" at Dominican High School, Detroit, Mich.



Part of the display for Catholic Press Month of grade 5 at St. Therese School, Brooklyn, N. Y. Each class from grade 5 to grade 8 displayed its projects, posters, reports, and the books contributed by members of the class. A public librarian attended two assemblies of grades from kindergarten to the 8th grade. The Sisters of Mercy are in charge of the school.

can be quite sure the objectives were fulfilled. To know further if the goal has been attained, a letter can be written to the parents explaining the work being carried on at school and requesting an answer to the way the children have responded at home. The letters received from the parents should show an evidence that certain habits, abilities, and appreciations have been acquired by the children through the study of safety and health at school and at home.

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1. Charters, Smiley, and Strang, *Health Secrets* (Chicago: Macmillan Company).

2. Curriculum Bulletin No. 2, *Growing Up for Efficient Everyday Living*.

3. Grout, Ruth E., *Health Teaching for Schools*.

4. Joan, Sisters M. and M. Nona, *Guiding Growth in Christian Social Living*, Vol. I.

5. *The Grade Teacher*, December, 1947, pp. 42-47.

Music Books:

1. Beattie and others, *The American Singer*, pp. 26, 121, 140, 181, 183.

2. Blenn and others, *Tuning Up*, pp. 103.

Tests:

The following is a quiz which may be given after the study of safety and health has been completed. Each test question

is based directly upon one of the objectives set up at the beginning of this unit.

I. Which Is Right?

Read each sentence below. If you think the answer is right, circle *Yes*. If you think the answer is wrong, circle *No*.

1. It is courteous and safe to keep the sidewalks clear. *Yes No*
2. Playing with fire is a good way to keep safe. *Yes No*
3. Lettuce and carrots keep us from growing. *Yes No*
4. Warm coats are our clothing helps in summer. *Yes No*
5. The patrol boys are our safety helpers. *Yes No*

II. Can You Finish These?

Here are some questions for you to answer. Pick out the correct word or words from those below, and print them on the line following the question.

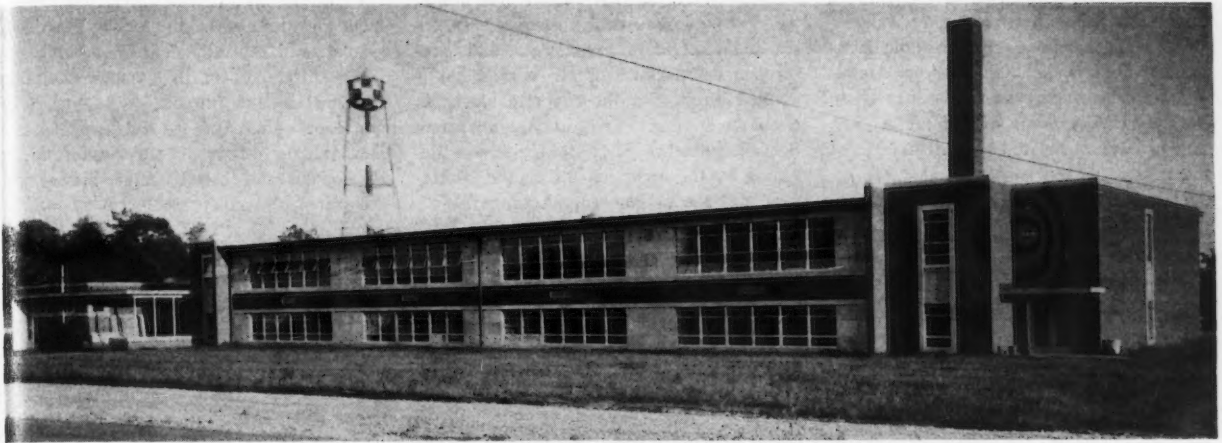
1. Who gives us sunshine and rain?
.....
 2. Vegetables and fruits are foods for the body. What food keeps our souls healthy?
 3. Where should we be when we have a bad cold?
 4. With what is it very dangerous for children to play?
 5. What rules are important for us to obey?
- | | |
|--------|----------------|
| knife | bed |
| God | health |
| safety | Holy Communion |

CLOSE THE DAY PLEASANTLY

Whatever the school day has brought to pass; however harassing your personal problems; however annoying the influences in your schoolroom produced by superiors, parents, or fellow teachers, try hard to have the school day serene at its close. The pupils are leaving you under the necessity of return the next day. As they turn their faces and thoughts schoolward after the new day has come, you will want them to feel expectant of another day crammed with possible successes. This is not purely altruistic planning. With the pupils comfortable and happy, the new day promises to start pleasantly and you will surely be wise enough to use this positive situation for all it is worth. That worth will be millions. Such an attitude on the part of the class matched by the teacher's own enthusiasm, will carry the new day well toward its finish without disappointment and unpleasantness. And how easy you will find it to close that day on a wholesome note!

— Reprinted from *The Link*, official educational organ of the Sisters of St. Joseph, T.O.S.F., South Bend, Ind.

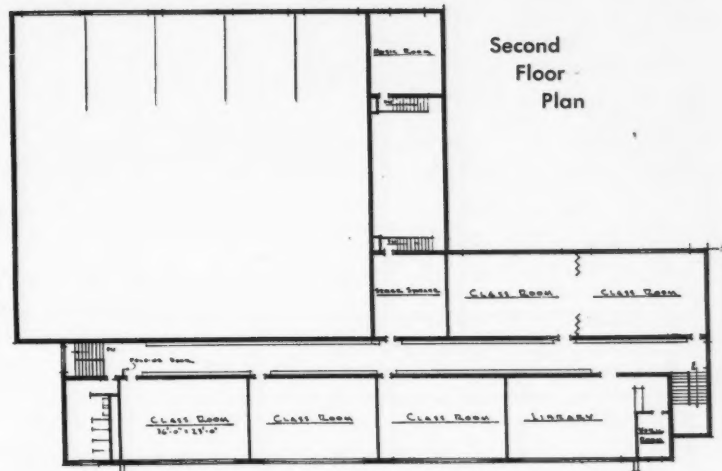
The Fabric of the School



The Father Michael Shawe Memorial High School at Madison, Indiana, planned by Architect Charles M. Brown of Indianapolis.

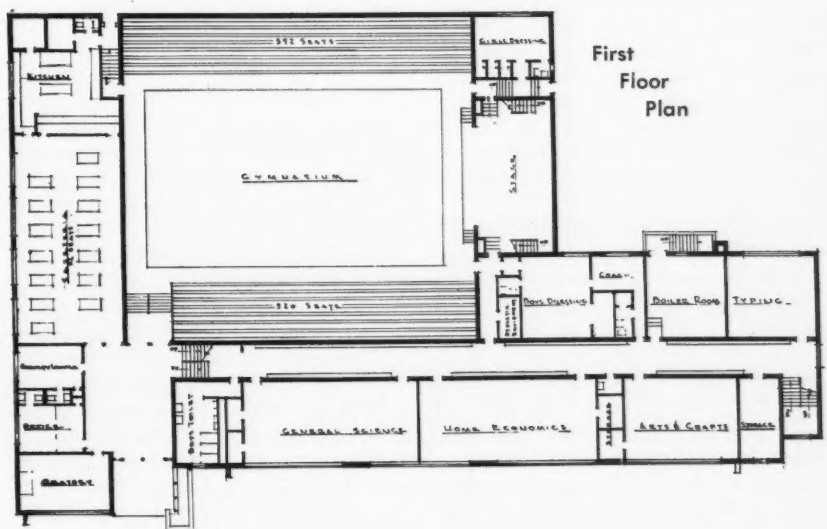
A Modern Small High School

Shawe Memorial High School, Madison, Ind.



On December 12, 1954, Most Rev. Paul Schulte, Archbishop of Indianapolis, dedicated a new high school at Madison, Ind. The Father Michael Shawe Memorial High School was named in honor of the first resident pastor in Madison and the first priest ordained in Indiana. It has a capacity of 200 students, serving Madison, New Marion, and North Vernon, Indiana and Milton and Carrolton, Ky.

The building, planned by Charles M. Brown, architect of Indianapolis, includes, on two floors, five general classrooms, special rooms for library, music, science, home economics, arts and crafts, and typing; also an oratory, gymnasium-auditorium, cafeteria, and kitchen. Accessory rooms include an office, faculty lounge, stage with dressing rooms, coach's room, boiler room, toilet rooms, and storage rooms.



Construction of Building

The building of modern design is of reinforced concrete construction with brick finish trimmed with stone. Inner walls of concrete blocks are painted without plaster. The roof is the built-up type. Aluminum frame, awning type windows reach to the ceiling. The doors are of metal. The ceilings are insulated with fiberboard material.

Glazed tile is used as wainscoting in

corridors and toilet rooms and on stairway walls. The toilet rooms and stairs have terrazzo floors. Asphalt tile is the general floor covering; the gymnasium has a hard wood floor. Acoustical materials are installed in corridors, gymnasium, and cafeteria. Slate blackboards are used. Paint is applied directly to the concrete blocks in classrooms and auditorium-gymnasium. Special furniture and storage cases, designed by the architect, are in the laboratory and the home-economics room.

Steam heat is supplied from an oil-fired boiler. Classrooms are equipped with unit ventilators and temperature control. Fluorescent lighting is used. Electrical equipment includes a program clock, a fire-alarm system, and centrally controlled radio.

The total cost of this modern building for 200 students was \$326,331, or \$9.78 per square foot and \$1,631 per student. Rev. Hilary Meny is superintendent of the school and the Ursuline Sisters are the principal faculty members.

Summer Care of Boilers

When the heating season has come to an end, the school engineer must begin the annual major cleaning and renovation of the heating plant. The following directions for a procedure in laying up boilers will serve as a check list for the engineer and will help to acquaint the school administrator with some of the mechanical problems in his building.

Soot and Ashes

After cleaning ashes from the grates and the ashpit, remove the soot from the breeching and clean out the base of the smokestack. Clean the soot from boiler heads or tube sheets and tubes and from the shell of the boiler. Scrape all accumulations from the combustion chamber and brush down the walls.

Check over the refractory and see that any necessary repairs are made. If clinkers have adhered to the refractory, remove them. See that all air spaces in the grates are clean. Replace badly burned, warped, or broken grate bars. If the boiler is stoker fired, find all air spaces in the tuyères and see that they are clear; badly burned or cracked tuyères should be replaced, and wind boxes must be cleaned.

Water and Steam System

Gauge glasses should be cleaned thoroughly. If try cocks or gauge cocks leak, they should be repaired. All sediment from the water column should be washed out. If blow-off valves leak, they must be repaired. Repack all leaking stuffing boxes or valves.

If the boiler is stoker fired or oil fired, low water cutout controls must be checked; if they are not working properly, repair them or see that they are repaired.

Edward P. Pung

Asst. Supervisor of School Engineers

Milwaukee, Wis.

All automatic controls should be tested; if they do not work properly, they must be adjusted or repaired. It is very important that all safety devices work when they are needed.

Prepare Boiler for Testing

Boiler fittings should be clean and kept clean at all times. Boiler water is not to be drained yet. Fill the boiler with water, venting all air until water flows through the safety valve. Then shut off the water supply and leave the boiler this way until it has been tested. After the boiler has been tested, it is drained and thoroughly washed and all scale removed.

If all boiler fittings are in working order and no boiler repairs are needed, new gaskets may be put on the manhole and hand-hole plates and the boiler closed up. The boiler then may be filled with water to working level—at least one gauge of water. Fire should be started then to temper the boiler water, thereby preventing the boiler from sweating; this prevents needless rusting and corroding.

Clean Boiler Room

When work on the boiler has been finished, the room should be washed, using a hose but taking care to protect all instruments and electrical equipment. The cleaning job should be thorough. Then paint the boiler.

Oil should be drained from stoker gear

boxes and replaced with fresh oil. Stoker housing should be thoroughly cleaned, and painted if necessary. If the stoker is of the hopper type, the inside of the hopper should be scraped and wire brushed, then painted.

The heating plant must have the best of care; if it should fail during the heating season, the building must be closed; and any inefficient operation can cause considerable waste of money and man-hours of labor.

WHAT IS THE TEMPERATURE?

Keep your eye on the sun, it is often responsible for the overheating that occurs in schools. Overheating makes students drowsy and inattentive, difficult to instruct.

Watch for the 1 p.m. blackout, it overtakes many students who have enjoyed a warm lunch and some physical exercise. The warm food and exercise add heat so that body temperature is raised enough to dull mental processes.

Solve an age-old problem—what is your metabolism? Many teachers fail to realize that the amount of heat generated in their bodies is substantially less (usually by one half) than that of their students. Teachers generally require warmer room temperatures than their students.

Walk, don't run. Metabolism increases with activity. Physical and mental activity generate heat in the body and if this heat isn't released at a rate comparable to that at which it is generated—look out—tomorrow you may be listed as "absent, illness."

Check your classroom thermometer often; it is one of your most helpful teaching aids. When the temperature in your classroom is too low, the body gives up heat too rapidly, students are "chilly." If too high, students will be drowsy, inattentive—hard to teach.

P.S. Fresh air should not be overlooked either.

—Minneapolis Honeywell Reg. Co.

Our Lady of Visitation School, Paramus, N. J.



Elementary School of Our Lady of the Visitation, Paramus, N. J., designed by Architects Bannon & Antinozzi, Glen Park, N. J.

How can the Church build adequate schools without asking excessive sacrifices from her members? The answer lies in a superior administration of her building program. The building committee should employ the best available architectural skill to the end that maximum utilization of space is made possible, that nonessential interior cabinetwork is eliminated, and that full advantage is taken of modern materials, both to reduce original building costs and to assure economical maintenance.

An outstanding example of what can be achieved along these lines is the new elementary school in the parish of Our Lady of the Visitation in Paramus, N. J. Monsignor John E. McHenry is the pastor. This handsome, new, fireproof school for 400 pupils, designed by Architects Bannon and Antinozzi of Glen Park, N. J., was built at a cost of only 97 cents per cubic foot, as against a cost for similar construction of between \$1.12 and \$1.30 per cubic foot for public schools built in the area. Not only was this substantial saving achieved on the cost of construction, but a corresponding ratio of saving has also been gained in monthly maintenance expense.

George J. Bevans

Architectural Engineer

Distinctive and Efficient

The new school for Our Lady of the Visitation Parish in Paramus was built onto the church, which faces the street. The school faces a 300-car parking lot beside the church. Both are on a four and a half acre tract which also contains the rectory and will contain a nursery to be completed soon.

The new school building, strictly contemporary in architectural style, measures 132 feet 8 inches long by 77 feet 4 inches wide. The first floor is almost entirely given over to a spacious auditorium with inside measurements of 90 feet by 74 feet. This auditorium has a theater-size stage, with a 30-foot proscenium and a depth of 29 feet. It is completely equipped for mechanical shifting of scenery and with facilities for a wide range of lighting effects. Dressing rooms are provided on either side of the stage. A spacious terrazzo stairway, on a steel frame, leads from the entrance

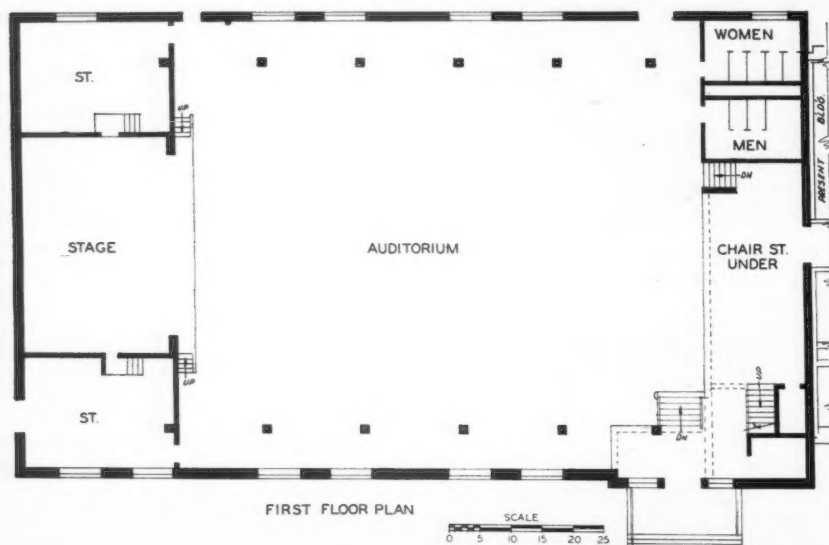
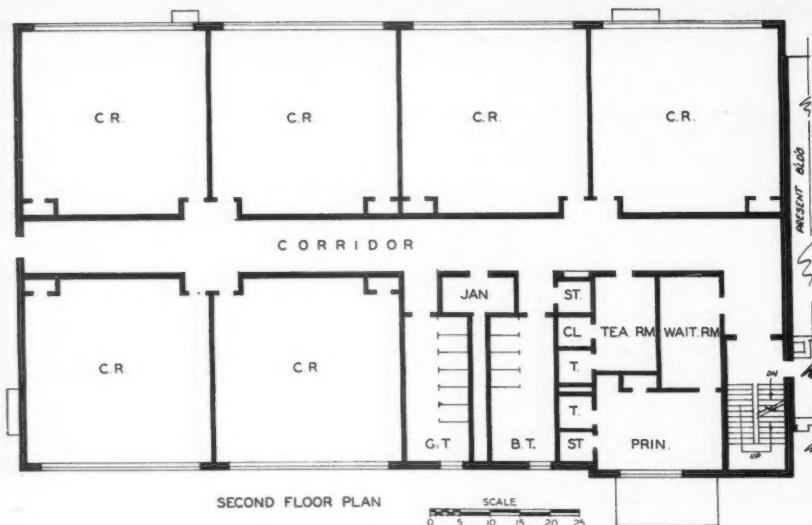
foyer of this auditorium to the floor above.

The second floor has a wide corridor with four classrooms on the right side; on the left side are the principal's waiting room, the principal's office, a completely equipped clinic, a janitor's room, three toilet rooms, and two additional classrooms. Steel and terrazzo stairways at opposite ends of this second floor corridor lead to the third floor corridor.

Here, on the third floor, proceeding from front to rear, are four classrooms on the right, and on the left a large library, 32 feet by 32 feet, three separate toilet rooms, a janitor's room, and two more classrooms.

Designed for Teaching and Learning

In initiating his plans for this new school, Father McHenry was determined that, while every means for saving money should be used, the building must embody every facility for teaching and learning which modern educational research has established as valuable. He was well aware that many factors, heretofore unknown, which affect school discipline and the willingness of pupils to learn have now been isolated. Among these factors are such mat-



ters as the circulation of room air, the dispersion of light, the employment of certain floor and wall colors, the resilience of floors, the maintenance of an even room temperature, etc. Father McHenry asked the architects to keep these factors constantly in mind when drawing up their design and in writing their specifications.

Classrooms in the new school average 32 feet by 29 feet and accommodate 40 pupils. The outer walls of all classrooms consist almost entirely of windows, eliminating any need for artificial illumination except on the darkest days. At one end of each classroom a blackboard is set against a pastel-painted cinder block wall and extends the width of the room. The wall opposite is also painted cinder blocks, as is the corridor wall of the room. But most of this inside wall is covered by a row of prefabricated wardrobes, a teacher's closet, and a closet for active supplies.

These special Emco wardrobes easily accommodate the outer garments of 40 pupils, and their sliding doors of birchwood, naturally finished, are really beautiful. Above the wardrobes is a row of matching prefabricated birchwood cabinets for storage of reserve materials.

Colors of the walls have been selected with a view to inducing a mood of relaxation and receptivity in the pupils. These colors are pastel greens, pinks, blues, and peach. The colors of the floor tiles harmonize with the wall tints.

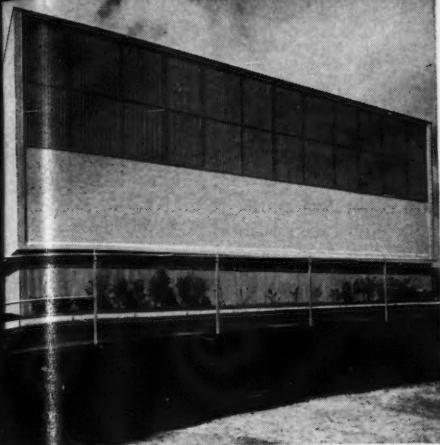
Numerous studies have established that for schoolwork overhead fluorescent strips provide the best illumination, so they are used here. Nesbit automatic window ventilators have been used to provide perfect air circulation. Automatic window-line radiators assure an even room temperature and prevent pupil drowsiness induced from excessive heat.

The glass used in the windows of all classrooms is Coolite glass. This special glass diffuses light evenly and eliminates all glare, hence serves as protection against eyestrain. It also absorbs 65 per cent of the sun's heat, thus assuring a cool room on even the hottest days, and eliminating need for an expensive air cooling system.

Kenflex vinyl tile floor has been installed throughout, except on the third floor, where Kentile asphalt tile flooring is

(Concluded on page 18A)

The auditorium, 90 by 74 feet, has a completely equipped stage. The cinder block walls are painted a pastel tint to harmonize with the two-tone vinyl tile floor.

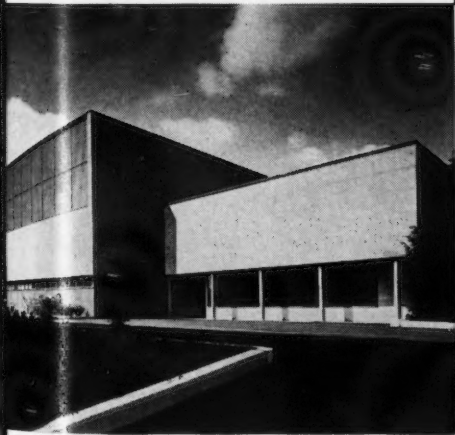


OWENS-ILLINOIS GLASS BLOCK* PANELS daylight this huge gymnasium... **INSULATE LIKE AN 8" WALL**

Gymnasium at Northeastern University, Boston, Massachusetts. Shepley, Bulfinch, Richardson and Abbott, Architects. Volpe Construction Company, Contractor.

Panels of Owens-Illinois light-directing Glass Block provide even distribution of daylight throughout the gymnasium area. They eliminate "hot spots," glare and harsh contrasts.

The insulating efficiency of glass block makes designs like this possible. Glass block permit use of large glass areas without excessive heat loss.



BECAUSE Owens-Illinois Glass Block insulate as effectively as an 8" thick brick wall, huge expanses of glass block are practical even in a cold climate.

Glass block are strong and hard to break—perfect for a gymnasium use like this. They need no maintenance—perfect when panels are put in inaccessible places.

The complete Owens-Illinois Glass Block story is yours for the writing. Send for it and see how glass block can mean better sight, better light, lower maintenance and great new design freedom in school planning. Address Kimble Glass Company, subsidiary of Owens-Illinois, Dept. CS-6, Toledo 1, Ohio.

**Formerly known as INSULUX*

OWENS-ILLINOIS GLASS BLOCK
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GENERAL OFFICES • TOLEDO 1, OHIO

start roller skating for health and recreation



A WONDERFUL SPORT at low cost and upkeep

It's easy to start a roller skating program! It's a healthful exercise and the popular way to build strong bodies. A favorite with boys and girls and budget planners, too . . . roller skating makes a grand co-recreational activity. Handles the largest groups quickly and easily. Halls, gyms, or any large floor area make fine roller rinks. Invest in health and fun this season.

Rubber Tire Skates FOR USE ON WAXED FLOORS IN Gyms, Ballrooms or Halls



WHEELS
ABSOLUTELY
GUARANTEED

NOT TO MAR, SCRATCH OR DAMAGE

Rink clamp skates developed by CHICAGO specially for skating on waxed floors. The rubber wheels are ideal for use on tile, ballroom floors or any highly waxed surface. Will not harm or mark.

Write Now to the Leader in Rink
Skates on How to Start

"CHICAGO"

ROLLER SKATE COMPANY

The Choice of Champions . . . for over 45 Years

4494 WEST LAKE STREET — CHICAGO 24, ILLINOIS



Our Lady of Visitation School, Paramus, N. J.

(Concluded from page 210)

used. The washrooms are covered with ceramic tile and terrazzo flooring is used on all stair steps and landings.

All rooms have a two-color floor pattern, with a feature strip of a contrasting color extending around the room about a foot out from the wall. The floor pattern for each room is different from that in all the others.

How Money Was Saved

Money was saved by so designing the building that every square foot of floor space is utilized. Prefabricated wardrobes and cabinets were installed instead of hav-

ing expensive, custom cabinetwork done on the job. Other cost-saving quality materials were used, such as prefabricated Thor aluminum windows, Robertson steel "Q" decks for both floor and roof base, and Kenflex resilient tile flooring, which is relatively inexpensive to install and very inexpensive to maintain.

A still further saving was effected by using inner walls of concrete blocks and by painting them directly instead of plastering them and then painting them. The outer walls are of red brick, and there is a 2 inch air space between inner and outer walls for dead air insulation.



A typical classroom showing the outer wall of aluminum cased windows fitted with glass that diffuses light evenly. Automatic window ventilators provide a continuous circulation of fresh air.



A corner of the kindergarten.

New Honeywell Schoolmaster System makes temperature and ventilation control a "productive" item



A thermostat in each room makes temperature and ventilation control a part of teaching. The Honeywell individual classroom thermostat is custom designed for the instructor so that room temperature and ventilation can be matched to class activities.

An indicator panel gives the principal a finger tip report. The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading for any room in the school.

Special sensing elements provide added fire safety. You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish. These elements are wired to the principal's panel to help detect fires.



MINNEAPOLIS
Honeywell

School Temperature Controls

112 OFFICES ACROSS THE NATION



Building News

IN ALABAMA

St. Pius, Mobile

The first unit in a building program for St. Pius Parish, Mobile, was put into use Easter Sunday, April 10. The unit, a multi-purpose building, designed for eventual use as a combination gymnasium-cafeteria-auditorium, was constructed at a cost of \$65,000. Now serving as the parish church, the 80-foot by 60-foot structure of concrete and steel has a seating capacity of 320 persons. Inside walls are glazed tile and pastel shaded block, with a ceiling of sprayed acoustical

compound. A single-floor adjoining wing now serves as a kitchen and temporary living quarters for the pastor.

A ten-year program for the parish schedules a 12-classroom school building as its next project. The convent for teaching Sisters will follow, with the erection of the church and the rectory completing the program.

Pastor of the new parish is Rev. Joseph Jennings, a native of Ireland, active in the diocese since 1944.

IN CALIFORNIA

Loyola University of Los Angeles

The new \$1,300,000 engineering plant for

Loyola University's College of Engineering will be completed for the beginning of the fall term. The plant, a California modern, U-shaped building, is comprised of an engineering building and two machine shops. The central two-story section and entrance foyers will house offices of the engineering faculty, a technical library, classrooms, and a seminar room. Two large drafting rooms, a reproduction room, and 3 classrooms are on the second floor. Included are facilities for an electrical engineering lab, a mechanical engineering and hydraulics lab, a structural engineering lab, photogrammetry, electronics and physics labs, 2 classrooms, and a lecture room seating 200 students.

IN INDIANA

St. Mary's College, Notre Dame

A new science building for St. Mary's College, Notre Dame, was dedicated April 23, 1955. The building is part of the college's \$2,625,000 expansion program. The college, conducted by Sisters of the Holy Cross, is celebrating its 100th anniversary this year.

St. Joseph's College, Rensselaer

Two new buildings were dedicated at St. Joseph's College on April 27, 1955. The buildings cost approximately \$575,000, and will be utilized as residence halls. To be known as Archbishop Noll and Bishop Bennett Halls, they will house 96 students and 2 prefects each. Their total occupation, next fall, will boost the college enrollment to about 725 men.

IN NEBRASKA

St. Joseph, Beatrice

An addition to St. Joseph's Catholic School, Beatrice, was dedicated, March 20, 1955. The new building, completed at a cost of \$100,000, has 6 classrooms, offices, and a library.

Pupils in the elementary grades now number 180. In addition to new space provided, another Sister has been added to the faculty, allowing each class to be limited to no more than 30 pupils.

Rt. Rev. Msgr. Ferdinand G. Mock is pastor of St. Joseph's parish.

IN NEW JERSEY

Mt. Carmel, Passaic

A new school and auditorium building was dedicated on February 20, 1955, for Mt. Carmel parish, Passaic. Constructed of masonry to match the church building, the structure houses the auditorium whose capacity is 1000, a cafeteria seating 500, nine classrooms, a library and office rooms. The school section is separated from the auditorium and cafeteria.

The auditorium and balcony provide good facilities for theatrical and social activities, with athletic equipment of the roll-away style provided. The stage has the latest equipment for lighting and public-address systems. Showers, lavatories, dressing rooms, and checkrooms are also located in this section of the building.

The school section has offices, clinical rooms, and primary grade rooms on the first floor. The second floor has 7 classrooms, a library, and a faculty room. All classrooms will accommodate 80 children. Each classroom has modern wardrobes, aluminum-framed slate chalk boards, and individual thermostat control.

The school is staffed by the Capuchin Sisters of the Infant Jesus. Rev. Vitalis Sabatini, O.F.M.Cap., is pastor.

(Concluded on page 24A)

NEW SNOWWHITE STYLES For Graders

Practical

Pretty

Thrifty



Jumper Style J-100
Blouse Style BL-900
(Buttons in back.
Tie optional.)

Vestee Style JKT-600
Skirt Style SK-500
Blouse Style BL-901
(Tie optional.)

Jumper Style J-101
Blouse Style BL-902

Here is a refreshing new selection of apparel for Grade School girls. The jumpers, skirt and vest may be had in woolens, cottons or synthetics and in a range of pleasing colors; the blouses in combed, mercerized broadcloth in white and colors.

All garments are designed and tailored to give lasting enjoyment. All seams are finished and the garments may be adjusted for growth.

We also offer a varied selection of styles and fabrics for girls of High School age.

CATALOGS, SWATCHES AND PRICES ON REQUEST.

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LIKE THESE . . . PLUS
YEARS OF METAL
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EXPERIENCE**

**GIVE YOU QUALITY
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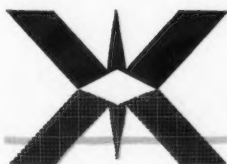
**Westmoreland #66 Tubular
Steel Folding Chair—Rugged
Tiltproof—Pinch Proof—
Low Cost.**



**Westmoreland #317
Chair Desk
Quality Construction
—Durability
ECONOMY**

Westmoreland's #300 series formed steel chair desks bring you posture engineered seating for every classroom requirement and student need. **ECONOMY** in cost — **ECONOMY** in space — with Westmoreland's proven durability. Available with Plywood or Plastic tops, and any of these four harmonizing colors; taupe, blue, turquoise, or coral.

Westmoreland now brings you tubular steel folding chairs — tiltproof and pinchproof — unequalled for comfort, ruggedness and economy.



WESTMORELAND *Seating*

Division of WESTMORELAND METAL MFG. CO.,

MILNOR STREET AND BLEIGH AVE., PHILADELPHIA 35, PA.

Building News

(Concluded from page 22A)

IN NEW YORK

St. James the Apostle, Carmel

A new elementary school building was dedicated on April 17 for St. James the Apostle parish, Carmel. The one-story school has three levels: the lower level contains the boiler room and workshops, the middle level houses the multiple-use auditorium, and the upper level is comprised of classrooms.

An unusual feature of the new school is the "storage wall" in each classroom, which also is used as a dividing wall between rooms.

Built of natural birch, the storage space created was an added economy that provided exceptional storage facilities and a feeling of warmth in the room.

Two hundred pupils now attend grades 1 to 6; the seventh grade opens in the fall. Teaching staff is comprised of Dominican Sisters of Sparkill, N. Y. Rev. Edward M. McQuade is pastor of the parish.

Holy Rosary, Hawthorne

Expected to be completed for the opening of the fall term, is a new school and auditorium building for Holy Rosary parish, Hawthorne. Constructed at the approximate cost of \$400,000, the building will house 8 classrooms seating 40 students, a multi-purpose auditorium, offices, and a cafeteria. The structure is of rambling, one-story design.

The auditorium, when completed, will serve as a parish church on Sundays.

Pastor of Holy Rosary parish is Rev. Bernard G. King, O.P.

IN PENNSYLVANIA

Academy of the Sisters of Mercy, Gwynedd Valley

A modern, one-story school building and chapel was dedicated on April 17, 1955, for the new Academy of the Sisters of Mercy. Increased enrollments made necessary the construction of a new school building. Built of light tan terra cotta iron-spot brick, the school structure encloses an interior courtyard, and houses 10 high school and 6 elementary school classrooms, laboratories, a cafeteria, a library, an auditorium-gymnasium, and chapel.

The school and chapel are connected by a glass enclosed passage. The chapel has been built in a circular shape, constructed of white glazed brick. Its windows are of vari-colored Cathedral glass, and the pews are of white oak in contemporary design.

Present enrollment of the school is 450 students.

St. Rose of Lima, North Wales

A new school structure for St. Rose of Lima Parish, North Wales, was dedicated April 17, 1955. The one-story building has a red-brick exterior with aluminum sash trim; it contains 8 classrooms, offices, a modern kitchen, and large all-purpose room.

Sisters of Mercy will staff the new school in the fall. Rev. F. X. Murphy is pastor of the parish.

STATE SUPPORT FOR EDUCATION

Writing in a recent issue of *Law and Contemporary Problems*, published by Duke University, Professor George K. Gardner of Harvard Law School, stated that, according to American principles, all school children should receive equal assistance from the state "regardless of how the schools which they attend are staffed and governed, and regardless of the religious instruction which they may offer."

To those who object that such a system would subsidize religion and would be unconstitutional, Professor Gardner replied that "you cannot bring up a child without imparting to it some religion and you cannot subsidize education without subsidizing religion in some way. . . . The constitution does not forbid any state to subsidize religion. It forbids Congress to 'establish' religion or prohibit the free exercise thereof. . . ."

"A system under which all school children receive the same measure of support from the taxpayer comes closer to reflecting the spirit of the Declaration of Independence and the First Amendment than a system under which the right to receive any measure of support from the taxpayer is conditional upon attendance at a municipally controlled school.

"One obvious way in which equal treatment could be given to all American school children would be for the state to credit each child of school age with a fixed sum of money and permit the child's parents to apply this money to a school of their own choice.

"Congress has adopted a similar method in the distribution of G.I. educational funds."

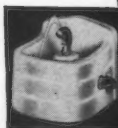
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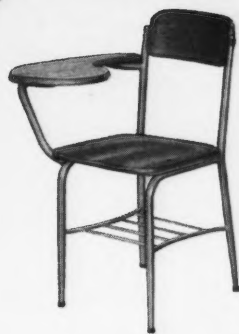
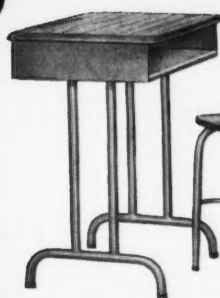
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Catholic Education News

HONORS AND APPOINTMENTS

Vercelli Medal

JOHN A. LEE, SR., has received the Vercelli Medal as the "outstanding layman" of the Philadelphia Archdiocesan Union of Holy Name Societies. Mr. Lee, who is a Negro, is the father of 12 children, two of whom are nuns of the Order of Oblates of Sisters of Providence. He joined the Holy Name Society when he was a high school student and has been an active member for 54 years.

Vice-Rector, C.U.A.

RT. REV. MSGR. WILLIAM J. McDONALD is the new vice-rector of the Catholic University of America. His appointment was announced, on December 20, 1954, by the Sacred Congregation of Seminaries and Universities.

Msgr. McDonald became an instructor in philosophy at the University in 1940 and in 1950 he succeeded Bishop Fulton J. Sheen as professor of the philosophy of religion. He has an international reputation as a writer on philosophy and allied subjects. His book *The*

Social Value of Property according to St. Thomas Aquinas is a well-known scholarly study.

Dean Appointed

DR. ROBERT H. MORRISON, assistant commissioner for higher education for New Jersey, has been appointed dean of the school of education of Seton Hall University, South Orange, N. J. Dr. Morrison will succeed the late Dr. John S. Herron, joining the faculty in July.

CLA Officers

The Catholic Library Association elected new officers at its 31st annual conference held in Milwaukee during April. They are: REV. A. HOMER MATTLIN, S.J., of Chicago, president; SISTER M. EONE, O.S.F., librarian of the College of St. Teresa, Winona, Minn., vice-president; BROTHER ARTHUR L. GOERDT, S.M., librarian of William Cullen McBride High School, St. Louis, executive council member; and MARY K. KEMPSEY, librarian, Marquette University, Milwaukee, executive council member.

Music Citation

REV. WILLIAM J. FINN, C.S.P., received a citation from the National Catholic Music Educators Association for his outstanding contributions to music and music education during the Association's Eighth National Convention in Louisville, Ky., May 1-4. Father Finn is founder and conductor, for many years, of the famous Paulist Choristers at Old St. Mary's Church in Chicago.

Labor Award

REV. JOHN P. MONAGHAN of New York received the 1955 Quadregesimo Anno Award, presented annually by the Association of Catholic Trade Unionists, on April 24. Father Monaghan was one of the founders of the association.

AD MULTOS ANNOS

★ BROTHER JOHN JAMES BLACK, S.M., dean of men at St. Mary's University, San Antonio, Tex., observed the 50th anniversary of his first religious vows in the Society of Mary at the Cathedral in San Antonio, on April 11. He was born in New York City, April 9, 1888, the tenth child in a family of 12.

★ BROTHER CONRAD ERNEST, F.S.C., director of the alumni office at Manhattan College, New York, celebrated his 60th anniversary as a member of the Brothers of the Christian Schools on May 4. A native of New York City, Brother Conrad joined the Christian Brothers in 1895 at St. Joseph's Normal Institute, Amawalk, N. Y.

★ BROTHER MARTIN FEELEY, S.M., faculty member of Assumption High School, East St. Louis, Mo., celebrated his golden anniversary of first profession of vows in the Society of Mary, on April 27.

REQUIESCANT IN PACE

● RT. REV. MSGR. I. J. SEMPER, chairman of the English department of Loras College, Dubuque, Iowa, died March 20, 1955, at the age of 71. He had founded the dramatic department at Loras in 1910, serving as its director for 15 years, and the college literary magazine, after being appointed head of the English department in 1924. He was considered an authority on both Shakespeare and Dante, and wrote many articles and books in the fields of his wide interests. Msgr. Semper was ordained in 1908, and was named a domestic prelate in 1947.

(Continued on page 28A)



picture

THIS BEAUTIFUL

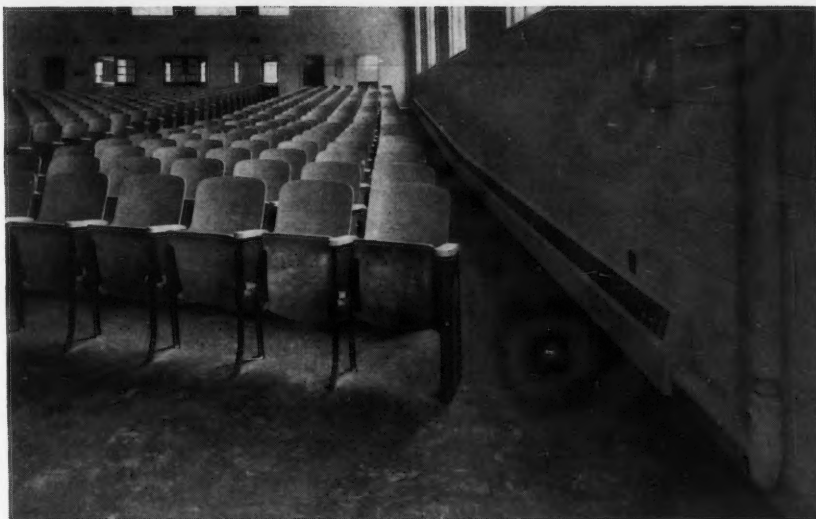
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Webster Walvector in auditorium of Norfolk Catholic High School. The auditorium is a separate heating zone, one of five, permitting use for evening parish affairs without heating entire school.

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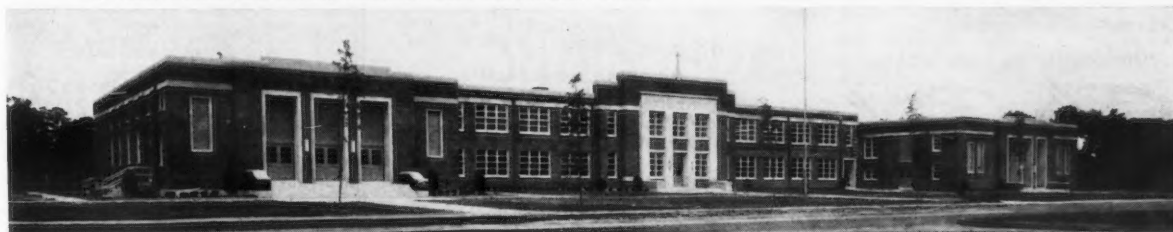
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Norfolk Catholic High School, Norfolk, Va. Auditorium wing at left, gymnasium wing at right. Cafeteria wing in rear. Under the jurisdiction of the Bishop of Richmond, the Most Rev. Peter L. Ireton. Diocesan superintendent, the Rev. J. Louis Flaherty. Architects: Gleeson and Mulrooney, Philadelphia. Associate Architect: T. David Fitzgibbon, Norfolk. Consulting Engineer: William G. Flurer, Philadelphia. Heating Contractor: Coley and Petersen, Norfolk.



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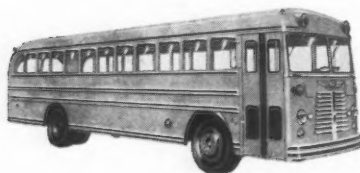
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Catholic Education News

(Continued from page 26A)

● DOM ALBERT HAMMENSTED, O.S.B. widely known liturgist and scholar and member of the Benedictine Abbey of Maria Laach, Cologne, Germany, died in April, at the age of 79. He had made his profession of religious vows in 1896 and was ordained in 1901. Generally regarded as one of the foremost pioneers of the liturgical movement, Father Hammenstede was in the U. S. from 1938 to 1946.

● REV. JOHN J. TOOHEY, S.J., professor emeritus of philosophy at Georgetown University, Washington, D. C., died April 14. He was 81 years of age. Father Toohey was widely known as a philosopher and debate coach; throughout his 42 years on the Georgetown faculty, he had seen many of his student orators of the Philodemic Debating Society achieve national recognition for their abilities. He was past president of the Jesuit Eastern Philosophical Association and the Catholic Philosophical Association, and had celebrated his golden anniversary as a Jesuit in 1945.

RELIGIOUS ORDERS

Dominican General

Rev. Michael D. Browne, O.P., the Pope's personal theologian and canonist, has been elected master-general of the Dominican Order for a 12-year term. He succeeds Rev. Emmanuel Suarez, O.P., who was killed last year in an automobile accident in France. Since the death of Father Suarez, Rev. Terence McDermott, the Order's vicar-general, has been the administrator. Father Browne is a native of Ireland and Father McDermott is an American.

Military School

Brothers of the Holy Cross will open a military school for boys in elementary grades in Watertown, Wis. To be known as Sacred Heart Academy, it will enroll both boarding and day students from the fifth to the eighth grades. Present unused buildings of the Sacred Heart Juniorate at Watertown are being renovated to accommodate the boarding students. All four grades will begin in the fall.

SUMMER MEETINGS

Liturgical Week Plans

The 1955 national Liturgical Week, to be held August 22-25 at Worcester, Mass., will have a four-day program full of activity, according to an announcement by Rev. A. F. Wilmes, secretary of the Liturgical Conference at Elsberry, Mo. The first two days will be devoted to the appendix to the *Roman Ritual* for the United States in the use of English in the administration of Baptism, Confirmation, Marriage, and Extreme Unction, as well as 26 of the more usual blessings and the burial service. The remaining two days will consider the liturgy and social problems. Papers will center the Mass as the key solution of social problems in the economic, interracial, political, and international spheres, and as the source of the lay apostolate in all its forms.

S.S.C.A.

During the coming summer, the Summer School of Catholic Action will hold its silver anniversary sessions in seven widely separated cities:

New Orleans, Loyola University, June 6-11.

(Continued on page 29A)

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Catholic Education News

(Continued from page 28A)

St. Paul, St. Paul Hotel, July 11-16.
San Antonio, Our Lady of the Lake College,
July 31-Aug. 5.

Worcester, Holy Cross College, Aug. 8-13.
New York, Fordham University, Aug. 15-20.
Cleveland, Hotel Cleveland, Aug. 22-27.
Chicago, Morrison Hotel, Aug. 29-Sept. 3.
The tuition charge for lay persons is \$12.50;
for priests and religious, \$10.

The S.S.C.A. is conducted by The Queen's
Work, 3115 South Grand Blvd., St. Louis 18,
Mo. The faculty includes 17 Jesuits, 2 secular
priests, and three laywomen. The aim is to
instruct religious and laity for leadership in
Sodalities and other religious organizations.
The sessions offer a wide selection of courses
in Sodality organization and function, the so-
cial order, spiritual activities, and the liturgy.
The 1955 sessions are dedicated to Mary the
Queen.

Sister-Formation Institute

The third annual Institute of Spirituality,
sponsored by the department of religion of
the University of Notre Dame, will be held
on the campus August 3-9. Speakers and
their subjects will be: Rev. Paul Philippe,
O.P., consultant of the Holy Office and assist-
ant to the Commissary of the Holy Office,
Rome, "The Role of the Sister Superior and
Novice Mistress"; Rev. Benjamin R. Fulkerson,
S.J., St. Louis University, "Authority—
Its Acceptance and Rejection"; Rev. Charles
Corcoran, C.S.C., professor of dogmatic the-
ology, Holy Cross College, Washington, "The
Exercise of Authority—Its Use and Abuse";
Rev. Romaeus O'Brien, O.Carm., professor of
canon law, Whitefriars Hall, Washington,
"Papal and Episcopal Authority in Relation
to the Religious Community"; Rev. Godfrey
Diekmann, O.S.B., liturgist, St. John's Abbey,
Collegeville, Minn., "Living With the Church
in Prayer and Readings"; and Rev. Bernard
Mullahy, C.S.C., assistant provincial, Holy
Cross Fathers' Indiana Province, "Sanctifica-
tion Through the Vows."

SUMMER SCHOOL ANNOUNCEMENTS

The May issue of the CATHOLIC SCHOOL
JOURNAL carried a comprehensive list of special
summer school offerings by Catholic colleges
in all parts of the United States. The follow-
ing announcements have come to the editor's
desk since the extensive list was compiled and
published in May:

Fontbonne College, Wydown & Big Bend
Blvds., St. Louis 5, Mo. A corporate college
of St. Louis University. Conducted by the
Sisters of St. Joseph of Carondelet.

From June 25 to July 1, Fontbonne College
will conduct an Institute for Teachers of
Religion.

Rev. John Hofinger, S.J., internationally
known specialist in catechetics, will speak on
the opening date.

For further information address Sister Ann
Virginia, C.S.J., at the college.

San Diego College for Women, Alcala Park,
San Diego 10, Calif. Conducted by Religious
of the Sacred Heart. Mother Rosalie Hill,
R.S.C.J., superior.

A six weeks' session will be held from July
25 to August 6; and a three weeks session
from August 8 to August 27. Also there will
be evening classes for nine weeks (each class
held two evenings per week) in theology and
sociology.

(Continued on page 30A)

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booklet: "How to Save Money on Public Seating."

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Catholic Education News

(Continued from page 29A)

Fordham University, New York 58, N. Y. William F. McAloon, director of summer session.

Fordham's courses were included in the announcements published in May. A late announcement outlines an Institute for Administrators, Counselors, and Teachers, July 11-22. Daily topics: Personnel in the Guidance Program, Testing and the Guidance Program, Counseling, Problems of Educational Guidance, Problems in the Improvement of Reading, Moral and Religious Guidance, Vocational Guidance and Placement, Educational and

Occupational Information, Community Agencies in Guidance, Preparation of the Guidance Worker.

La Mennais College, Alfred, Me. Conducted by the Brothers of Christian Instruction; chartered by the legislature of the state of Maine; approved by the Maine Department of Education; and affiliated with the Catholic University of America. Brother David Joseph, F.I.C., is president.

The summer school will open on June 28; examinations will be held on August 4 and 5. Courses are announced in biology, education, English, French, mathematics, philosophy, and social science. Michael Laffan, Ed.D., a contributor to the CATHOLIC SCHOOL JOURNAL will present a course on "Catholic Contribution to English Literature."

EDUCATIONAL MEETINGS

Mercy Sisters Meet

Approximately 250 Sisters of Mercy of the Scranton Province attended a sectional educational conference, on March 14, held at College Misericordia, Dallas, Pa. The Sisters heard papers by Rt. Rev. Msgr. John J. Maher, diocesan superintendent of schools, on "Educating the Whole Man"; Very Rev. Msgr. John J. Dougherty, professor of Sacred Scripture at the Immaculate Conception Seminary, Darlington, N. J., on "The Implications of Sacred Scriptures Today"; Mother Mary Celestine, R.S.M., mother provincial, on "The Ideals of the Religious Teacher"; Sister M. Annunciata, R.S.M., dean of the college, on the history of the educational conference; and Sister M. Ursula, R.S.M., on "The Importance of Geography in the Grades."

Sacred Doctrine Teachers

The first national convention of the newly formed society of Catholic College Teachers of Sacred Doctrine was attended by nearly 150 delegates, representing 128 Catholic universities and colleges, April 11 to 13. Held at Trinity College, Washington, D. C., the convention's theme was the college curriculum in Sacred Doctrine, with emphasis on the principles basic to forming the curriculum. Different programs now in use were presented, and other panel discussions and lectures were given.

Rev. John J. Frenan, S.J., Le Moyne College, was elected president for the coming year, and Rev. Thomas C. Donlan, O.P., Dominican College of St. Rose, was elected vice-president.

PUBLIC SCHOOL RELATIONS

Bus Decision

The Massachusetts Supreme Court has ruled that the Plymouth, Mass., school committee must provide bus transportation for pupils attending private schools in Plymouth and Kingston. In announcing his decision, Judge Raymond S. Wilkins cited the 1950 amendment to Massachusetts law which declares that private school pupils are entitled to the same right as public school children for transportation. The law also cautions this right shall not be denied because the private school is under "religious auspices."

The school children on whose behalf the case was initiated attend Catholic elementary schools in Plymouth and Kingston.

Grace at Meals

Georgia's State Board of Education has directed that a set of regulations be drawn up requiring teachers to sit with students during meals in school lunchrooms to instigate recitation of grace at the table, and to provide good example in the way of table manners.

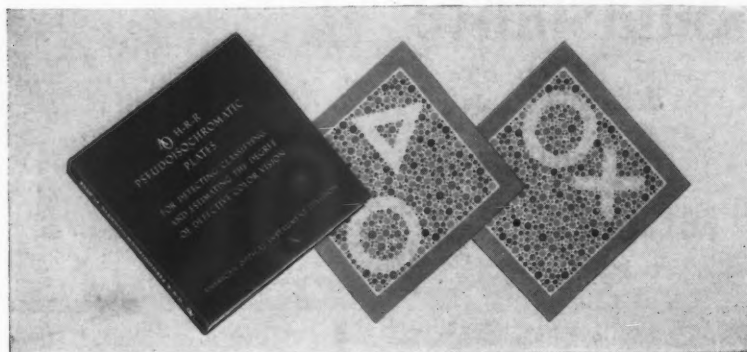
SIGNIFICANT BITS OF NEWS

Enrollment Peak

Catholic elementary school enrollment went over the 3 million mark, last fall, with a total enrollment of 3,149,553 over last year's enrollment of 2,956,006. According to statistics prepared and released by the department of education of N.C.W.C., enrollments will continue to rise, with an expected total of 3,800,000 in three more years. In the past decade alone, enrollment has soared ahead by 50.9 per cent.

In the past 30 years, the number of teachers has increased by 75.4 per cent, the number of pupils has increased by 77.4 per cent, and the number of schools has increased by 41.6 per cent.

(Concluded from page 32A)



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AO H-R-R COLOR BLINDNESS TEST

Most Accurate and Comprehensive Low-Cost Test Ever Developed

The New AO Hardy-Rand-Rittler Pseudoisochromatic Color Test is the most accurate and complete inexpensive test of its type ever developed. The work of eminent optical authorities, it is the result of more than ten years of scientific investigation, production and validation.

The test not only detects people who have Red-Green and/or Blue-Yellow color blindness but also types the deficiency and estimates the degree of defective color vision present.

Students who are color blind cannot and should not be expected to make determinations dependent on normal color vision. Ideally, they are color

tested and when found deficient the school guidance program directs them toward vocations where defective color vision will not be a handicap. To accomplish this easily, the new test has been designed for the utmost simplicity of administration. For the vast majority of students it is completed in seconds. Simple, detailed instructions and understandable scoring sheets are part of the test. The recognition symbols used . . . the circle, triangle and cross are universally understood and the ingenious pattern of the plates allows no clues for memorization.

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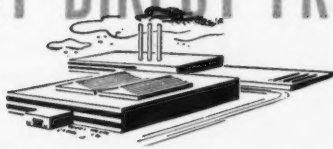
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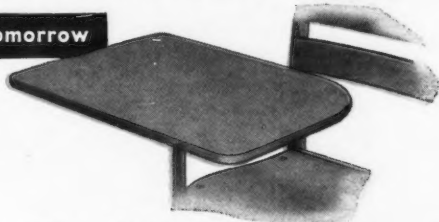
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Catholic Education News

(Concluded from page 30A)

Private Schools Plight

In a survey conducted recently among 753 private colleges in the U. S. the colleges indicate a need for a total of \$5,500,000,000 to make up present deficits and to meet the enrollment bulge of the next 10 years. Of the sum, \$3,000,000,000 will be needed for additional endowment, and \$2,500,000,000 will supply buildings, equipment, and maintenance.

The survey, conducted by the Council for Financial Aid to Education, Inc., substantiated reports that half the nation's colleges and universities are operating at a loss. The main reason for this is that while operating costs

have risen by 50 per cent since 1948, tuition has risen only 21 per cent. Inadequate salaries for faculty members were shown in all sections of the survey.

Private institutions questioned included Catholic, independent, church-related and non-denominational schools. They represent 60 per cent of degree-granting institutions and $\frac{3}{4}$ of the total enrollment.

Citizenship Awards

National Good Citizenship awards for 1955 were conferred on 19 Catholic Civics Clubs by the Commission on American Citizenship of the Catholic University of America, early in May. Thirty clubs won Honorable Mention and 58 others merited letters of recognition. The Catholic civics clubs, more than 10,000 of them, employed the study theme "We Need One Another" for this year.

Remedial Reading Centers

Eleven remedial reading centers will be operated this summer in Catholic schools in Chicago. They are sponsored by the Catholic Charities organization in co-operation with the Catholic Board of Education of the Archdiocese.

Little Singers Federation

Msgr. Fernand Maillet, musical director of the Little Singers of Paris, was re-elected president of the International Federation of Little Singers, in April. The assembly formally admitted into the Federation a Japanese group. The Federation numbers more than 2000 choirs from 70 countries.

COLLEGES AND UNIVERSITIES

State Scholarships

The legislature of New York has passed a bill and Governor Harriman has signed it, increasing the number of state scholarships from 1694 to 3388, and creating 300 new state scholarships for nursing education.

A state scholarship in New York provides a stipend of \$350 per year for four years in any institution of higher education in the state of New York to which the winner is admitted.

New School of Education

With the opening of the new school year in September, the Teachers College of St. John's University, Brooklyn, N. Y., will become the university's school of education, granting all degrees in the field. Fields of specialization available to the graduate student will include elementary education, psychology, guidance, administration and supervision, and special education for the exceptional child.

Career Institute

Alumnae of Loyola University, Chicago, sponsored a career institute for undergraduate coeds at the university on April 19, 1955. A number of alumnae and guest speakers described job opportunities in their particular fields, in addition to three lectures on the principal careers for women — marriage, business, or the religious life.

Minor in Religion

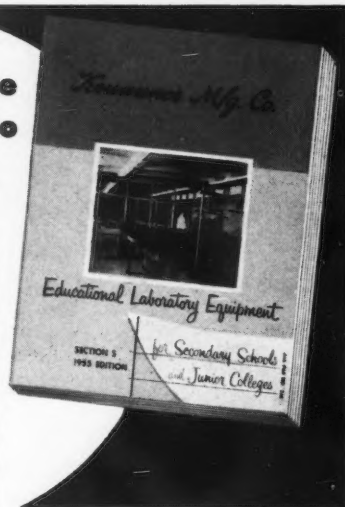
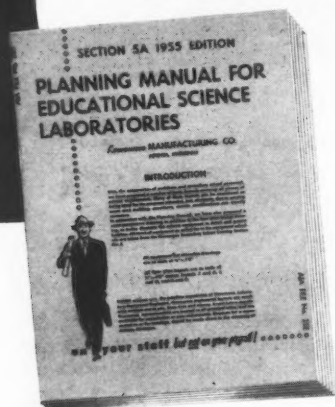
The curriculum in religion at Marywood College, Scranton, Pa., has been rearranged and broadened to grant all students of the Catholic faith a minor in religion. While only 2 semester hours have been added to the number of required hours, the whole program has been broadened through the condensation of existing courses and the adding of new ones. Courses now required are in the life of Christ and moral guidance for freshmen, apologetics and Church history for sophomores, dogma I and dogma II for juniors, and the sacraments and matrimony for seniors.

Studies and adaptations in the department of religion were made to suit "a more practical view of woman's need of special preparation for her role as mother, with all of the moral, educational, and inspirational responsibilities such a role entails."

Grant to Manhattan

Manhattan College, Riverdale, N. Y., has been given \$3,000 by the Westinghouse Educational Foundation for operating costs during 1955, according to a recent announcement by the college. Although the college's enrollment has more than doubled since the end of World War II, operating expenses have increased more than 400 per cent. Tuition, the school's only source of revenue, comes nowhere near meeting the expenses; the "living endowment" of the services of the Christian Brothers is the college's only endowment.

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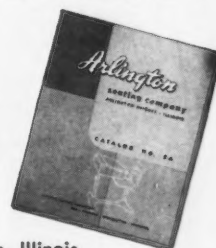


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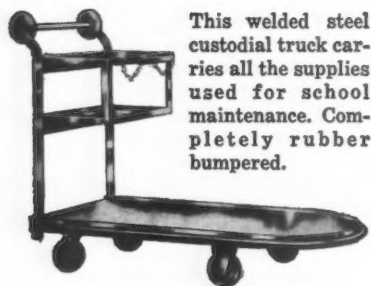
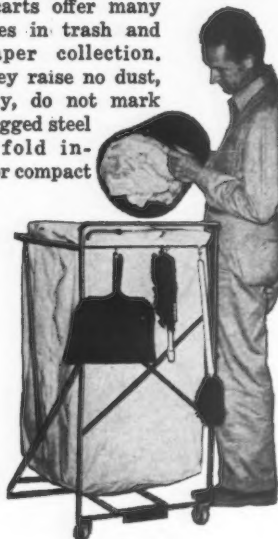
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Educational Terminology

(Concluded from page 194)

in the nature of an epithet. Morris uses the term upperworld crime as distinguished from underworld crime.

Probation

A convicted criminal or delinquent is placed on probation when his sentence is suspended and he is released under supervision and on specified conditions.

As a correctional service, probation has two aspects or services: (1) investigation of offenders prior to sentence in order that the Court may pass intelligent sentence on the basis of the fullest knowledge of the individual and the conditions leading to the crime he committed; and (2) the supervision and treatment of offenders conditionally released on probation.

Parole

Parole is that form of release of a person sentenced or committed to a penal or correctional institution after serving a portion of his term or sentence on condition: he will maintain good conduct, remain under the custody of a supervisory or paroling authority, and be reincarcerated upon violation of the conditions of his release.

Child-Guidance Clinics

Child-guidance clinics date from the one established in Chicago in 1909 soon after the juvenile court was established. A separate court for juveniles was not enough to deal with the juvenile delinquency problem even with probation and the co-operation of the social agencies. There was organized a child guidance clinic in conjunction with the court under the name of Juvenile Psychopath Clinic under the direction of Dr. William Healy. A child guidance clinic may be defined as "a co-ordinated attempt in the study and treatment of the personality and conduct disorders of children and youth using the arts of the psychologist, psychiatrist, psychometrist, and the social workers." In its immediate effects it does not stop or reduce recidivism but as it develops its full program adding to diagnosis, prognosis, and treatment it becomes more effective. Ordinarily in general guidance clinics most of the cases come from schools and homes, and are concerned with maladjustment rather than overt delinquency.

Juvenile Deviates

Children or other juveniles who behave differently or deviantly from the normal of the group, whether antisocial or not.



Illustrated above is MOORE Style A12, shown in Kodachrome in the new MOORE catalog.

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Educational Films

(Continued from page 8A)

Sea Zoo

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artist Television Corp. 11 min., sound, black and white, 16mm.

Sensitivity of Plants

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

The Shoemaker and the Elves

Marjii Calvillo. Made by Jam Handy Organization. (Filmstrip) 27 frames, color, 35mm.

Sound and How the Ear Functions

Zenith Radio Corp. Hearing Aid Division. Made by George Reuter Organization and Vogue Wright Studios. (Filmstrip) 71 frames, black and white, 35mm.

The Southern Colonies

Young America Films. (Filmstrip) 40 frames, color, 35mm.

The Spanish Conquest of the New World

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

Spanish Explorers

Young America Films. (Filmstrip) 39 frames, color, 35mm.

Spindle, Shuttle, and Needle

Marjii Calvillo. (Filmstrip) Made by Jam Handy Organization. 28 frames, color, 35mm.

The Story of Prehistoric Man

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

The Story of Sugar

Viking Pictures Corp. Released by *Encyclopaedia Britannica Films*. 12 min., sound, black and white, 16mm.

The Struggle for a Continent

Young America Films. (Filmstrip) 40 frames, color, 35mm.

Sun, Earth, and Moon

John Kieran's Kaleidoscope. *International Tele-Film Productions*. Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

A Thanksgiving Play

Encyclopaedia Britannica Films. 6 min., sound, color, 16mm.

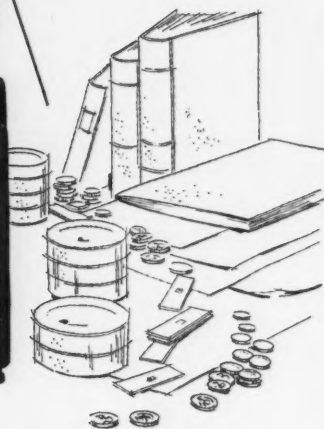
The Thirteen Colonies Win Independence

Yale University Press Film Service.

(Concluded on page 36A)

Project

books
papers
coins
lab samples



AMERICAN OPTICAL OPAQUE PROJECTOR

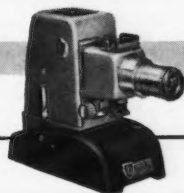
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In Business, Industry. Magnify products, papers, objects on screen so customers, salespeople, audiences of all kinds can see better, learn better, compare and inspect.

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American
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CHELSEA, MASSACHUSETTS

Educational Films

(Concluded from page 35A)

(Filmstrip) 40 frames, black and white, 35mm.

Towns, Cities, and Their Symbols

Jam Handy Organization. (Filmstrip) 31 frames, color, 35mm.

U. S. A. at Work

New York Times. (Filmstrip) 58 frames, black and white, 35mm.

You and Your Newspaper

Popular Science Pub. Co. (Filmstrip) 46 frames, color, 35mm.

Your Health at Home

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

Your Health at School

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

Your Health in the Community

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

The War for Independence

Young America Films. (Filmstrip) 42 frames, color, 35mm.

Water Purification

McGraw-Hill Book Co. (Filmstrip) Made by *Training Films.* 38 frames, black and white, 35 mm.

Water, Water Everywhere: Observing Things About Us

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

The Water We Drink

Young America Films. (Filmstrip) Made by *Victor Kayfetz Productions.* 47 frames, color, 35mm.

Westward to the Mississippi

Yale University Press Film Service. (Filmstrip) 40 frames, black and white, 35mm.

What Is a Map?

Jam Handy Organization. (Filmstrip) 28 frames, color, 35mm.

What Is Chemistry?

McGraw-Hill Book Co. (Filmstrip) Made by *Training Films.* 34 frames, black and white, 35mm.

What Is Electricity?

Encyclopaedia Britannica Films. 13 min., sound, black and white, 16mm.

Wild Birds Winging

RKO Pathe, 8 min., sound, black and white, 35mm.

Young Andy Jackson

E. I. du Pont de Nemours. Made by *Jack Denove Productions.* 29 min., sound, black and white, 16mm.

Your Headline News for '54

Chevrolet Motor Division. (Filmstrip) Made by *Jam Handy Organization.* 67 frames, black and white, 35mm.



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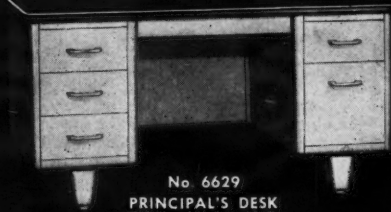
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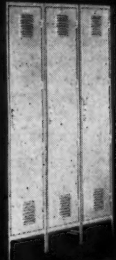
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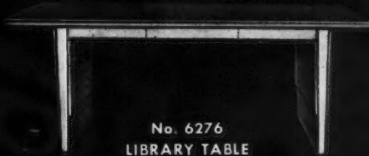
DOUBLE-TIER
LOCKERS



BOX LOCKERS



No. 540T
FILE



No. 6276
LIBRARY TABLE



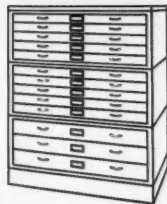
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New Books of Value to Teachers

The Adaptive Way of Teaching Confraternity Classes

By Sister M. Rosalia, M.H.S.H. 314 pp., paper, \$1; cloth, \$3. Catechetical Guild, 260 Summit Ave., St. Paul 2, Minn., 1955.

This is a rewritten, up-to-date edition of a popular work published some ten years ago under the title *Teaching Confraternity Classes*. It explains in detail the principles and methods developed by the Mission Helpers of the Sacred Heart. It should be studied carefully by all catechists as an aid in organizing, planning,

and conducting the courses in Christian doctrine outlined in the official handbooks prepared by the Confraternity of Christian Doctrine.

Methods in Reading

By Edward W. Dolch. 377 pp. The Garrad Press, Champaign, Ill., 1955.

The 33 chapters of this book are organized into 11 parts. In keeping with current emphasis upon security in reading and prevention of failure the first part presents an appeal to the teacher and parent to "begin slowly" and thus

help each individual child to build a firm foundation for reading success.

A group of teachers with whom this reviewer carefully examined this book expressed appreciation of its wide coverage of reading problems and its practical suggestions for meeting specific reading needs. Among these are purpose and interest in reading, the basic reading skills, grouping, vocabulary, and constant diagnosis of individual needs (including testing) and interpretation and use of such data as well as a few controversial issues such as "should children read silently first?"

Although basic reading principles are frequently noted, the reader will wish to supplement this very helpful book with reference to research in other sources. — *Ella Callista Clark, Ph.D.*

Man Takes a Drink

By John C. Ford, S.J. Cloth, 120 pp., \$2.50. P. J. Kennedy & Son, New York, N. Y.

In this carefully balanced and completely objective work, the serious personal and social problems of beverage alcohol and alcoholism are taken up in their three main aspects. First, the scope of the problem and the facts—scientific, social, economic, and statistical—are presented. Second, the moral problems of sobriety, total abstinence, temperate use, and the sinfulness of becoming "high, tight, or drunk" are discussed. Finally, alcoholism as a moral fact and as a disease is shown to be a baffling social problem, and the cause of the ruin of endless numbers of individual lives and of families. Complete and permanent abstinence is pointed out as the only solution of the problem—the only means of returning to normal living.

The contents of this book will provide teachers and leaders of teen-agers to understand that drinking does not give any man or woman prestige; that usually getting "high or tight," is really cowardly just as it is sinful.

The Knights of Columbus Advertising the Faith Campaign

By Rev. Thomas E. Comber, C.S.P., Saint Paul's College, Washington 17, D. C. Paper, 38 pp., 1955.

This is a graduate school master's thesis, subtitled, "A critical analysis of its merit, origin, and development." Father Comber first presents "some theological considerations and criteria for measuring the merit of any lay apostolic endeavor." Then he gives the history of the K. of C. Advertising-the-Faith Campaign. This is followed by Chapter III, applying the criteria to the Campaign.

Father Comber shows by facts and figures that the K. of C. Campaign has been, and continues to be, a magnificent success on all counts. In conclusion he says that "As the thesis goes to press (April, 1955) the Campaign has resulted in 1,824,360 inquiries, 181,920 enrolled and taking Catholic instructions, and that the disbursements of the Knights to support this apostolic work has been to date \$3,029,672.59."

America Is My Country

By Harriett M. Brown and Joseph F. Guadagnolio. Cloth, 268 pp., \$2.88. Houghton Mifflin Co., Boston, Mass.

Subtitled "The Heritage of a Free People," this book deals with patriotism. Among other things it tells about the symbols of our democracy, our national documents, our monuments and shrines, patriotic songs, poems, and holidays. The high ideals on which our country was founded are included here, as well as explanations of our rights and freedoms with corresponding responsibilities as a good citizen. Illustrations and general make-up of the book are excellent.

(Continued on page 40A)



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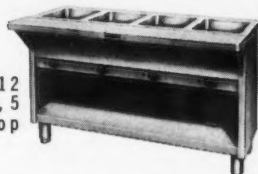
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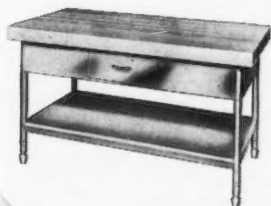


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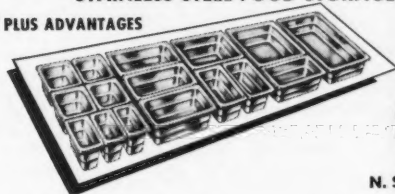
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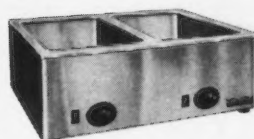
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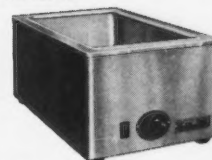
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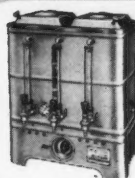


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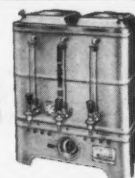


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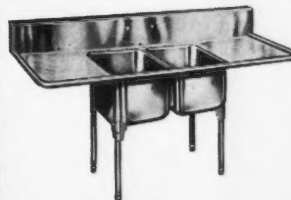
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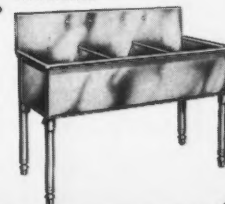


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New Books

(Continued from page 38A)

Selecting an Occupation

By C. A. Prosser and C. S. Sifferd. Cloth, 246 pp., \$2.50. McKnight & McKnight Publishing Co., Bloomington, Ill.

This book is intended to provide helpful information, advice, and suggestions on selecting occupations. The first half of the book contains only a superficial coverage of the major classes of occupations, general working conditions, earnings, and training required; however, changing conditions could present nothing but fluctuating tables of statistics in this half of the book. The real value to the student is in the second half, beginning with

Chapter Thirteen. This chapter, and those following, help the student evaluate himself, his capabilities for the job he wants, his physical fitness and mental fitness, general educational requirements, and his personality development. Valuable assistance is found, especially in chapters which close the book. They encourage the student to continue learning, improving himself on the job or at night school; they show good examples of failures to obtain or hold jobs in anecdote form. The book ends with a note on better studying and reading as a boost to success in any occupation.

Seven Baskets

By Isidore O'Brien, O.F.M. Cloth, 175 pp., \$2. St. Anthony Guild Press, Paterson, N. J.

Since the death of the author, many of his

choicest contributions to *The Anthonian*, in essay form, have been compiled into this book. It is fortunate for those of us who have never been introduced to Father Isidore through the pages of that magazine, for his short, intense essays are packed with simple, solid food for meditation that the title implies.

Making Things of Plastic

By Louton Edwards. Cloth, 191 pp., \$2.75. Chas. A. Bennett Co., Inc., Peoria 3, Ill.

A clear, illustrative explanation of how to work plastics, including simple and more complicated articles to construct. Sections on new laminated-process ornaments are included, as well as fully described carving and flower-dyeing methods. The author is in the industrial-arts department of Park Junior High School, Knoxville, Tenn., and has taught in this capacity for a number of years.

English for Today, Revised

By Martha Gray and Clarence Hach. Cloth, 4 vols.: Grade 9, 560 pp., \$2.60; Grade 10, 560 pp., \$2.64; Grade 11, 560 pp., \$2.72; Grade 12, 577 pp., \$2.76. J. B. Lippincott Co., Philadelphia, Pa.

A revision of texts originally published in 1950, brought up to date to include the latest in accepted trends in the teaching of English. A diversified, comprehensive testing and activity program is included in the series, eliminating the need for workbooks, and a separate grammar handbook section is included at the back of each book. Revised editions concentrate on skills concerned with communication in forms of reading, writing, speaking, and listening.

Dan Morgan, Rifleman

By Ernest E. Tucker and Emmett A. Betts. Cloth, 220 pp., \$1.29. Wheeler Publishing Company, Chicago 16, Ill.

This book is the newest title in the *American Adventure Series*, a graded series of corrective readers written and edited to implement teaching of slow learners. It is a biography of Dan Morgan, a Revolutionary War hero—one that is packed with action. Unusually high interest level for low ability readers. The book is rated reading level C.

Hear Our Grace

Selected and illustrated by Sharon Banigan. Cloth, 60 pp., \$1. Garden City Books, Garden City, N. Y.

The Catholic edition of this book contains a large collection of graces and thank-you prayers for children accompanied by graceful illustrations. The material was chosen from both old and new sources and should have much appeal for children because of their simplicity. Rev. Daniel A. Lord, S.J., was a contributor.

Of Such Is the Kingdom

By Mary Fabyan Windeatt. Comic-style booklet, 32 pp., 15 cents single copy. Geo. A. Pflaum, Publisher, Inc., Dayton 2, Ohio.

Subtitled "Young Friends of God," this full-color booklet is another in the series of attempts to use the powerful technique of picture-story magazines to instruct and entertain for good purposes. Stories are of St. Dominic Savio, St. Maria Goretti, St. Agnes, St. Gemma Galgani, and St. Stanislaus Kostka.

The Mission of St. Catherine

By Martin S. Gillet, O.P. Cloth, 222 pp., \$3.95. B. Herder Book Co., St. Louis 2, Mo.

(Continued on page 42A)

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Pure-Pak Cartons!

Use either
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Safe, sanitary,
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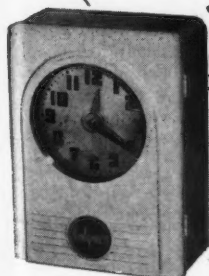
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ACCURATE, LOW-COST Automatic Timing

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Modern Furniture for the Modern School!

Here is a definite trend away from formality and regimen-
tation in the modern school room toward a more informal,
home-like atmosphere.

Norcor's Modernline School Furniture has completely cap-
tured this new spirit of freedom and informality. It is light
in weight, easily moved for group projects and more informal
arrangements. The styling of the desks and chairs, the bright,
clear colors available for the metal parts (coral, turquoise,
blue-gray or chrome), and the natural grain plywood in satin
lacquer finish give the classroom a bright cheerful appearance.

Nor has the practical side been neglected. Norcor Modern-
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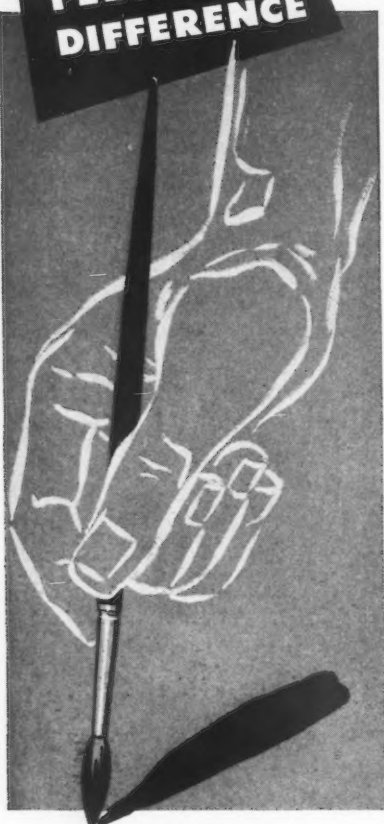
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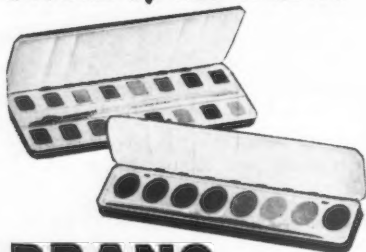
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*with the first
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WATER COLORS

See for yourself how smoothly . . . how easily these brilliant, completely soluble, fully transparent colors flow from brush to paper . . . and enjoy the matchless symmetry of "Tuned Palet Colors". A high speed medium — excellent for sketching, quick expression and color rendering.

PRANG WATER COLORS are supplied in a variety of sizes and color assortments. Write for colorful school catalog. — It's free Dept. CJ-81

The **American Crayon** Company
Sandusky, Ohio New York

New Books

(Continued from page 40A)

The astounding spiritual life of St. Catherine as a militant Dominican is set forth in this comprehensive study of her life in religion. The author has carefully balanced the human and the spiritual aspects of her life and has made understandable her spiritual doctrine and her effective apostolate among the great men of her day.

I Rusteghi

Italian Translation. Edited by Joseph Louis Russo, Ph.D. Cloth, 163 pp., \$2. D. C. Heath & Co., Boston, Mass.

A play written in 1760 and provided in this book with a complete series of exercises intended to develop fluency in conversation, idiomatic expression, and grammar.

On Wings of Fire

By Marguerite Vance. Cloth, 160 pp., \$2.75. E. P. Dutton & Co., New York 10, N. Y.

Beautifully illustrated and attractively printed, this book tells the dramatic story of Rose Hawthorne, daughter of Nathaniel Hawthorne, and founder of an important religious order devoted to the care of incurable cancer patients. The book should appeal strongly to children between the ages of 11 and 16.

Algebra I

By Rolland R. Smith and Francis G. Lankford. Cloth, 416 pp., \$2.80. World Book Co., Yonkers, N. Y.

The strong points in this new text are the inductive development of each topic, the emphasis on arithmetic and problem solving, and the carefully graded reviews. The typography is unique, and the use of color distinctly helpful.

Our Lady of Guadalupe

By Helen Rand Parish. Cloth, 41 pp., \$3. The Viking Press, New York, N. Y.

This brief book reconstructs the story of Juan Diego, the young Indian, who experienced the miraculous appearances of our Lady. The author has done an excellent job in reconstructing the life and spirit of the times as well as telling the story of the picture of Our Lady of Guadalupe.

The Miracle of Lourdes

By Margaret de Vetri Mollard. Boards, 90 pp., \$2.75. Bruce Humphries, Publisher, Boston, Mass.

This long narrative poem tells the story of Bernadette and of our Lady's appearances at the cave near Lourdes. The author herself claims that she was cured miraculously of a heart ailment during a visit to the shrine at Lourdes.

Functional Mathematics

For Grade Nine. By William A. Gager, Carl N. Shuster, Mildred H. Mahood, and Franklin W. Kokomoor. Cloth, 434 pp., \$3.08. Charles Scribner's Sons, New York 17, N. Y.

This book offers a basic program. The work for grade nine is an application of all the work which has gone before in the junior high school series and includes problems in measurement, graphs, business procedures, insurance and taxation, indirect measuring, manipulations, number concept, and functional relationships.

(Concluded on page 43A)



MATCH YOUR STUDENTS' PROGRESS WITH PROPER MATERIALS

As your students learn to work ceramic materials and develop additional care and talent, match the quality of clays and glazes with their appreciation of the art and their interest in creating better and better pieces.

Glazes which can be applied to almost any clay are completely acceptable to your beginners. They'll be fascinated by beautiful colors resulting from firing their first projects. As long as brilliant, lively hues are produced, a little crazing will not discourage the novice.

As your students progress, the more careful and talented will want more professional-like results, and should be supplied with better grade materials. Matched clay bodies and glazes are a must at this point. Tailored for each other, matched materials produce smooth, craze-free surfaces as well as beautiful, brilliant colors. Creative experimentation for unusual effects is possible.

Ask your supplier about the complete line of Pemco matched clays, colors and glazes. He'll be glad to furnish you with data sheets covering these products. Study these sheets . . . consult your dealer . . . and select materials formulated specifically for school use and the degree of proficiency exhibited by your students.

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MATCHED CLAY
BODIES AND GLAZES —
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materials**

WRITE FOR DESCRIPTIVE
LITERATURE B-6

POTTERY ARTS DIVISION

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Baltimore 24, Maryland

One of the world's largest suppliers
to the ceramic industry

COMING CONVENTIONS

June 10-11. Georgia Vocational Association, Biltmore Hotel, Atlanta, Ga. Secretary: Miss Nancy White, Macon Vocational School, Macon, Ga. Exhibits: R. E. Hagen, Smith Hughes School, Atlanta, Ga.

June 13-17. Ohio Vocational Agricultural Association, High School, Wooster, Ohio. Secretary: Ward Lindemuth, Germantown, Ohio. Visual Aids Chairman: Ralph J. Woodin, Rehearsal Hall, Ohio State University, Columbus, Ohio.

June 16-18. Mountain Plains Business Education Association, Albany Hotel, Denver, Colo. Secretary: Hulda Vaaler, executive secretary, Dept. of Business Education, University of South Dakota, Vermillion, S. Dak. Exhibits: Vernon Payne, North Texas State College, Denton, Tex.

June 20-24. Colorado Vocational Association, Rockwell Hall, Colorado A & M College, Fort Collins, Colo. Secretary: Gladys Glendenning, 760 Bunting Ave., Grand Junction, Colo. Exhibits: Herbert L. Benson, Colo. A & M College, Fort Collins, Colo.

June 22-24. Pennsylvania Vocational Association, Eagles Mere, Pa. Secretary: Dr. Richard Hartmann, 3810 Walnut Street, Philadelphia, Pa.

June 27-29. Catholic Theological Society of America, Hotel Commodore, New York, N. Y. Secretary: Rev. Aloysius McDonough, C.P., *The Sign*, Monastery Place, Union City, N. J.

July 3-9. American Library Association, Convention Hall, Philadelphia, Pa. Secretary: David H. Clift, ALA Headquarters, 50 E. Huron St., Chicago, Ill. Exhibit Manager: A. L. Remley, ALA Headquarters, same address.

July 3-9. National Education Association, Conrad Hilton Hotel, Chicago, Ill. Secretary: William G. Carr, 1201—16th St., N.W., Washington 6, D.C. Exhibits: Richard E. Carpenter, same address.

July 11-22. Department of Classroom Teachers, NEA, Purdue University Memorial Union, West Lafayette, Ind. Secretary: Hilda Maehling, NEA Dept. of Classroom Teachers, 1201—16th St., N.W., Washington 6, D. C.

July 24-27. National Audio-Visual Convention & Trade Show, Hotel Sherman, Chicago, Ill. Executive Vice-President: Don White, 2540 Eastwood Ave., Evanston, Ill. Exhibits.

July 27-30. Christian Brothers Education Association, Manhattan College, New York, N. Y. Secretary: Brother S. Albert, F.S.C., 1075 Ellis St., San Francisco, Calif.

New Books

(Concluded from page 42A)

What They Ask About Marriage

By Msgr. J. D. Conway. Cloth, 317 pp., \$3.75. Fides Publishers, Chicago 10, Ill.

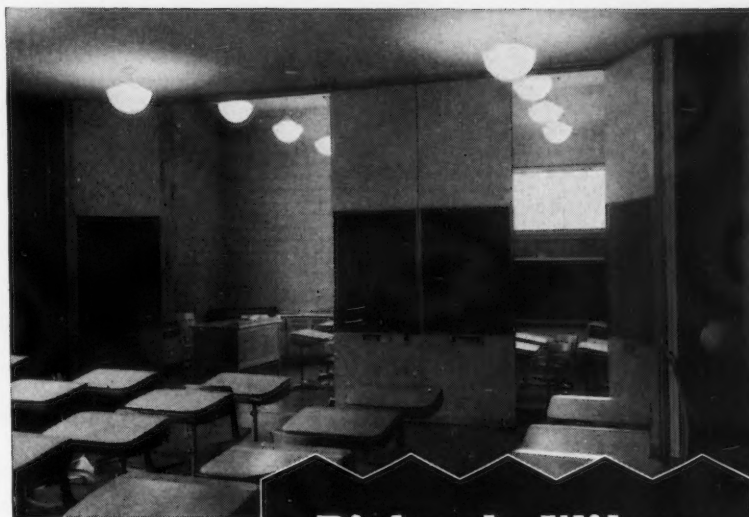
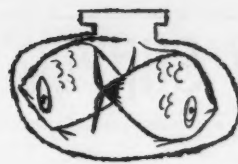
A question and answer type book on love, courtship, and marriage, by the conductor of a weekly "Question Box" feature in *The Catholic Messenger* of Davenport, Iowa. The book covers a wide range of questions posed by those experiencing doubts, temptations, hypocritical delusions, and problems in the area of courtship and marriage. Msgr. Conway can in turn "eat his own words" (follow his own advice), call a pharisee a pharisee, encourage the earnest, and humorously enlighten. Useful to everyone who needs guidance about marriage, from newly dating teenagers on up.

Roy Sato, New Neighbor

By Vanya Oakes. Cloth, 157 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This is a story of racial pride and international understanding, as Roy Sato moves from "Little Tokyo" to Jacaranda Street to learn many things about patriotism and brotherhood. The story does not skirt all mention of neighborhood objections to the Japanese family, but treats such problems briefly and delicately; other incidents in the book tend to link it with reality, also. It is a well-written story for those in middle and upper grades.

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FoldeR-Way
partitions

...you need

More efficient use of *all available space*... in many schools that's the *only* answer to over-crowding. That's why more and more schools are turning to R-W acoustically-constructed FoldeR-Way Partitions—the multi-purpose folding walls—to help relieve congestion. Closed, they transform one big room into *two* sound-insulated classrooms... providing a laboratory tested sound-retarding value that effectively muffles even loud talking!

R-W Classroom Partitions are easy to operate, even for a child... making them ideal for all medium-size openings where manual operation is preferred. Available in a variety of operating types, standard equipment includes choice of chalkboard, corkboard or wood veneer, duck and plastic coverings to meet all interior design specifications. Other R-W school equipment includes fully automatic FoldeR-Way Partitions and Classroom Wardrobes.

Write for descriptive catalogs.



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NEW SUPPLIES AND EQUIPMENT

NEW NOISELESS TYPEWRITER

An exclusive feature called Pressure Printing is incorporated in the new Noiseless Typewriter just announced by Remington Rand, Inc., New York 10, N. Y. A slight tap activates a precisely calculated weight which completes the pressing of the type onto paper leaving a uniform impression.

Originally designed to cut down office noise, the new machine maintains all the features

of previous Remington noiseless typewriters and is completely redesigned in appearance. New executive type styles are being offered at no increase in cost, and ribbons can be obtained in colors to harmonize with letterheads. Finger-fit keys, cushioned to eliminate impact, the Remington Perfect Positioning Scale for instant setting of identical margins, and a simplified typebar, are all included in the new model.

(For Further Details Circle Index Code 0104)



Study-Top Unit

GOLD MEDAL PRODUCTS

A Tower of Strength to the Teacher

When you use Gold Medal art products in your classroom you get better results. The colors are brilliant and lasting, the textures stimulating and satisfying. Hence your students become more interested, your teaching becomes more effective.

CRAYOLA® Crayons—48 colors now include gold and silver

New Improved ARTISTA® Water Colors—brilliant in color and effectiveness

ARTISTA® Powder Paint—highly attractive for its intense color and economy

ARTISTA® Tempera—widely used for arts and crafts decoration

SHAW® Finger-Paint—the preferred paint for arts and crafts projects

AN-DU-SEPTIC®—dustless white and colored chalk crayon

CLAYOLA®—permanently plastic modeling material

GENIE HANDPAINT®—versatile for screen printing, tool, brush and finger painting

New Improved AMAZART®—sensational, washable, decorating paint now in tubes with removable painting tip



NEW KUEHNE LINE

A line of modern, tubular steel school furniture was introduced recently by the Kuehne Company, Mattoon, Ill., a large manufacturer in tubular steel equipment, but new in the school field.

The new Kuehne school furniture line is being produced in three durable, colorful finishes: spring green, metallic-mist gray, and nonreflecting satin chrome—and will offer wide choice of units from stacking chair to teacher's single- and double-pedestal desks.

All writing surfaces are made of 11-ply hardwood protected with General Electric's Textolite plastic. Proper posture is insured by a five-degree pitch on the backs of all chairs and a three-degree pitch on the seats. Self-leveling glides eliminate tipping and provide easy, silent movement.

The Study-Top Combination, pictured, is equipped with six legs to give maximum strength and rigidity, providing easy under-access for cleaning. The chair has molded seat and back of northern plywood. The metal main structure is made of heavy gauge steel tubing, and the desk top measures 18 inches by 24 inches.

(For Further Details Circle Index Code 0105)

FIBERGLAS FORM BOARD

Construction economy explains the wide acceptance of poured-in-place gypsum roof decks with Fiberglas acoustical form board, according to the manufacturer, Owens-Corning Fiberglas Corp., Toledo, Ohio. Economies are possible because the form board performs four basic functions. It serves as a permanent form for the deck, as an attractive interior ceiling and as acoustical and thermal insulation.

The firm points out that in most cases the complete poured deck construction above the purlins may cost no more than a suspended acoustical ceiling alone. Probable cost is estimated at about 50 cents a square foot based on an installation of 25,000 square feet. This figure includes the gypsum deck, tees, mesh, and form board which is also the acoustical and thermal ceiling.

As a permanent form, the Fiberglas product is lightweight and easy to install by standard methods. The board will not rot or decay. It is dimensionally stable and the fibers are not affected by moisture; paint will not impair its noise-absorbing qualities.

(For Further Details Circle Index Code 0106)

CONSERVES WALL SPACE

Port-A-Fold folding tables and benches manufactured by Schieber Sales Company.

(Continued on page 46A)



BINNEY & SMITH INC.


380 Madison Avenue, New York 17, N. Y.



Libbey Safedge Heat-Treated Tumblers

Be sure...

**you're getting Libbey
Heat-Treated Quality**

The blown-in trade mark  brands it as a Libbey-made glass. The "H-T" acid mark identifies it as the finest Heat-Treated quality. These two marks are your assurance you are getting genuine Libbey Safedge tumblers. Look for them — insist on them — and be sure you're getting Libbey quality.



cost you less...



A Libbey Heat-Treated Tumbler averages up to 200 servings, yet costs only a few pennies! That makes its cost per serving only a fraction of a mill.

because they last longer...




Libbey Heat-Treated Tumblers are specially processed to stand up 3-5 times longer than ordinary tumblers under the heaviest service conditions. They take hard knocks and sterilization temperatures in stride.

Through reduced breakage, you'll need fewer glassware replacements, smaller inventory, less storage space. And you get additional savings through Libbey's chip-resistant rims, guaranteed: "A new glass if the rim of a Libbey 'Safedge' glass ever chips."

In the Libbey line there is a complete range of matching, open stock items. You're sure of being able to add matching items when you want them later on.

Just see your Libbey Glassware supplier or write direct to Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.

LIBBEY HEAT-TREATED GLASSWARE

AN  **PRODUCT**

OWENS-ILLINOIS

GENERAL OFFICES • TOLEDO 1, OHIO

New Supplies

(Continued from page 44A)



Deeper Pocket

Detroit 39, Mich., are now available with double depth pockets. Two tables and four benches may be stored in the same wall area that is regularly required for one set. This design was developed for buildings lacking wall space for conventional Schieber equipment, or wishing to use the wall space for other purposes. The Port-A-Fold tables and benches in this new double depth unit are all detachable and may be rolled to any position and the tables and benches are not connected to each other so that the tables may be used separately with banquet chairs if desired.

Depth of the pocket is 14 inches, double that of conventional Port-A-Fold pockets. Provisions can be made to have the pockets recessed in the wall only halfway, with rounded corners on the protruding half.

(For Further Details Circle Index Code 0107)

NEW GRIGGS DESK

A new study top desk, the Griggs Airliner No. 790, was announced recently by the Griggs Equipment Company, Belton, Tex. The new desk is of heavy-gauge tubular steel construction, offering advantages of light weight and durability. A rigid tubular support rises from the chair frame to the desk top, with a circle type support providing a brace to all parts of the desk top. The desk top, chair back, and seat are of hardwood plywood in either natural or brown finish. Desk top facings of plastic are available.

All metal parts are finished with baked on enamel in a choice of five colors: taupe, biege, coral, sage green, and ocean blue. The Griggs No. 790 is made in three seat heights: 17-inch, 15-inch, and 13-inch.

(For Further Details Circle Index Code 0108)

NEW COLOR FILM

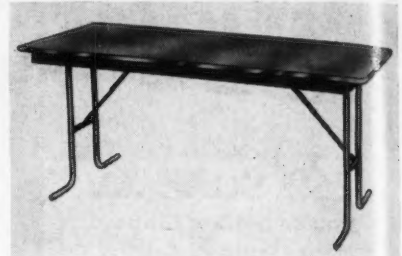
The availability of a fast new color film for miniature cameras was announced recently by the Eastman Kodak Company, Rochester, N. Y. To be called Ektachrome, the new film is rated at approximately 3 times the speed of Kodachrome film and, like the larger roll and sheet film sizes of Ektachrome, can be processed by the photographer or his commercial film processor.

Like Kodachrome, the new film results in color transparencies suitable for mounting and projection as color slides. New processing chemicals, known as Process E-2 Ektachrome Processing Chemicals, will compensate for the changes involved in adapting Ektachrome to miniature camera use. Otherwise, processing of the new film is substantially the same as processing for the large size roll and sheet film emulsion.

(For Further Details Circle Index Code 0109)

MULTI-PURPOSE TABLE

An attractive, easy to store table that is safe, sturdy, and provides an unusual amount of leg room, has been announced by the Wenger Music Equipment Company, Owatonna, Minn. The table is 6-feet long, 30-inches wide, and 30-inches high. It folds into a space 6 feet long, 30 inches wide, and 23½ inches high, making it suitable for easy, speedy setup in multi-purpose rooms within seconds.



Lightweight Table

The top is of 13 ply, 7/8-inch silver birch plywood with hard Melamine plastic surface which encases the top, sides, and bottom. The manufacturer claims the top is impervious to mars, stains, and scratches. The top has a shaper-cut edge which will not tear loose or split; the edge also serves to eliminate germ catching crevices, debris, and delamination.

The table has a heavy duty 20-gauge steel channel frame and the Wenger one-piece friction brace to make it absolutely safe. Attractively styled, the graceful contour of the

(Continued on page 48A)

Check these "SAFE-TEE" features



Ionina "SAFE-TEE" FOLDING CHAIRS



This Ionina Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONINA MFG. CO. • IONINA, MICH.

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Gives You
Longer-Lasting
Floor Beauty



at a **LOWER MAINTENANCE COST**

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Your nearby Hillyard Maintaineer®, a trained floor consultant, will be glad to make a survey of your floors and prepare a specialized floor treatment plan for you. Half a century of Hillyard experience and leadership stand behind his recommendations.

Let him PROVE to you that Hillyard floor treatments are tailored to give you the surface you want for each type of floor and floor traffic—bring out the beauty of the floor—wear longer—and actually save you money in labor and materials!

There is no charge, no obligation for this service.

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- "Beautiful appearance" — World's largest Fraternal building, Michigan
- "Floors are non-skid and easy to maintain" — A Student Union in Utah
- "This gym floor stood up 14 years without removing finish or re-sanding" — College in Texas
- "Hillyard meets the test of providing our plants with the best-looking floors, the most durable finish, and at the lowest cost" — World-famous bottler, New York State
- "In addition to wearing qualities, there is an intangible factor which makes Hillyard products even more valuable to the user. I refer to the service organization" — Institution in Massachusetts

THERE IS NO CHARGE, NO OBLIGATION FOR THIS SERVICE. MAIL THIS COUPON TODAY.



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Yes! Please have your Maintaineer survey my floors and show how we can reduce maintenance costs.

Name.....

Institution.....

Address.....

City.....State.....

McCOURT



Mary Sue



Mary Anne



Before placing your order, send for our samples! There is no obligation to buy, of course.

McCOURT'S
All American
SUPPLIERS INC.

Sue & Bob McCourt
101 W. 31st St.
N. Y. C. 1

New Supplies

(Continued from page 46A)

steel legs gives balanced appearance, with a hammer gray finish. Nonslip compression springs on table ends enable them to be placed end-to-end and locked together firmly and quickly.

(For Further Details Circle Index Code 0110)

MELAMINE DINNERWARE

The recent addition of attractive, new patterns and designs to tough, unbreakable Melamine plastic dinnerware make dishes of this compound a good buy for schools because of its economy, quietness, and light weight.



Simple Styling

In home-economics work, school lunch-rooms and general institutional uses, dishes of Melamine are practically indestructible and offer a smooth, nonporous surface that resists chipping, scratching, and cracking due to rough handling or sudden heat shock.

According to tests announced by Barrett Division of the Allied Chemical and Dye Corp., New York City, makers of the compound, Melamine dinnerware offers relatively the same cleansing qualities as other types of materials ordinarily used for dishes. With the use of alkaline bleaches and proper dishwashing techniques, even staining, formerly a disadvantage of plastic dinnerware, can be held to an acceptable minimum.

Trade names of leading makers of Melamine dinnerware are: *Restraware*, *Hemcoware*, *Arrowhead*, *Meladur*, *Dallas Ware*, *Prolon Ware*, and *Lifetime Ware*.

(For Further Details Circle Index Code 0111)

OFFICE FURNITURE

New office furniture known as the Aristocrat Steel Desk Line has just been announced by Remington Rand Inc., New York. The new equipment is designed to meet newly developed ideas in office design and decor. In addition to the exclusive Remington Rand Gravrite color, all units will be available in Heather Beige and Surf Green with other colors available on a special basis.

All edges and corners of the Aristocrat products, both inside and out, are rounded and smooth, and appearance of the desks and tables is further enhanced by newly designed drawer pulls with a recess behind the pull for finger room.

(Continued on page 49A)

CINDET GETS IT CLEAN!

100% ACTIVE
LIQUID SYNTHETIC DETERGENT



Equally effective in hard or soft water . . . LOOSENS and LIFTS dirt — holds it in suspension in rich, creamy suds.

CINDET is ideal for stripping old wax from floors before rewaxing. Nothing else removes rubber marks and smudges so fast, so completely! Yet CINDET is safe for all surfaces. It is approved for rubber flooring by the Rubber Flooring Division of the Rubber Manufacturers' Association, Inc.

CINDET has hundreds of general cleaning uses; it's SAFE and THOROUGH everywhere!

Write for literature; have your DOLGE Service Man demonstrate CINDET.

FOR FREE SANITARY SURVEY
OF YOUR SCHOOL
CONSULT YOUR
DOLGE SERVICE MAN

dependable
DOLGE
WESTPORT, CONNECTICUT

New Supplies

(Continued from page 48A)

Tops, pedestals, drawers, and panels, back panels and bases, are available as basic units, and can be also assembled to produce different sizes and types. Tops are constructed of heavy gauge furniture steel and are reinforced underneath with inverted box channels and specially formed steel members to provide greater rigidity and sturdiness. The top surface is covered with linoleum in a harmonizing color, and is permanently sealed to the steel top.

(For Further Details Circle Index Code 0112)

LITTLE KID MODEL



The JayFro Athletic Supply Co., New London, Conn., has introduced a JayFro steel chain net model especially for elementary grade use. Called the JLK-3 model, it is smaller proportioned than the standard size-regulation basketball steel chain net. The net is designed to fit all models of the Little Kid Basketball goals, both indoor and outdoor apparatus. Like regulation-size steel chain nets, the new model is guaranteed for three years and is constructed to eliminate wear and replacement problems.

(For Further Details Circle Index Code 0113)

MINTOL GERMICIDE

A new multi-purpose germicide with pleasant mint fragrance was announced recently by the C. B. Dolge Co., Westport, Conn. The new product, called Mintol, combines unusual germicidal properties with refined deodorizing action.

Mintol has met successfully the new "Use Dilution Confirmatory Test" on S. Cholerassuis in accordance with the current Food and Drug Administration Testing methods and has been awarded a coefficient of 9. It dilutes economically, 1-100 parts of water for disinfecting, 1-200 for deodorizing. The manufacturer recommends Mintol for general disinfecting and deodorizing wherever needed.

(For Further Details Circle Index Code 0114)

MAP STUDY GUIDES

In answer to the expressed need for improved teaching of map use skills, the Denoyer-Geppert Company, Chicago, Ill., has developed a number of new student activity materials. Each makes a specific contribution toward more effective use of classroom wall maps and increases the ease and retention of learning. All are low cost items designed for individual student use in the classroom. They are correlated with Denoyer-Geppert wall maps.

New materials include: *Exercise for Map Legend*, to be used in teaching the meaning of contour layer coloring system; *United States Directions and Scales*; *Geographical Terms Test Sheet*; *Mathematical Geography*, presenting views of global division; *Know Our World*, correlated geography and language arts unit; and *Relief-Like United States*, desk-size full color reproduction of the new wall map, for private and home study.

(For Further Details Circle Index Code 0115)

CATALOGS AND BOOKLETS

A new catalog of Leonard Peterson & Co., Inc., Chicago, contains complete specifications and

(Continued on page 50A)

CATHOLIC 16 mm. SOUND MOTION PICTURES

- For School
- For Holy Name Society
- For Youth Groups
- For Mothers Club

CHRIST THE KING, 80 min. Rental \$40.00

(School rates apply)
Story of His Life, Death and Resurrection. The film has rare spiritual beauty and has captured the true glory of the greatest sacrifice in the history of the world.

FATHER CHRISTOPHER'S PRAYER, 80 min. Rental \$40.00

(School rates apply)
A dramatic film set in 17th Century Milan that shows how faith, love and prayer can triumph over the forces of hatred, wickedness and tyranny—English sub-titles.

THE PERFECT SACRIFICE, 24 min. color (Queen's Work) Rental \$8.00

Shows how mass in English, abridged and synchronized with the actions. Film is designed to portray the dynamic beauty of the Mass prayers and sacrificial ritual.

ST. BENEDICT, 80 min. Rental \$40.00

(School rates apply)
His mortification, influences over his early followers, battle scenes, with ruthless Barbarians, miracles, founding of Monte Casino and religious order which followed his teachings.

THE VATICAN, Beacon of Faith, 30-min. color Rental \$12.50

NEW released documentary in beautiful color which includes the Swiss guard, Pope Pius XII. A film everyone should see.

ROA'S FILMS

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Write for Catalogue

MIXER MAGNESOUND records voice and music on 16mm sound and silent film--




Now voice and music can be recorded simultaneously and professionally on any Victor 16mm Sound Projector. Mixer Magnesound—magnetic attachment—has individual inputs for microphone and phonograph with separate volume controls for mixing versatility. Record and play back immediately... or erase and re-record in one easy operation.

NEW-- 3 latest Victor developments are 3 new Sound Projectors, new 1600 Arc and "Silent 16." Send for free literature today. Write Dept. B-65.

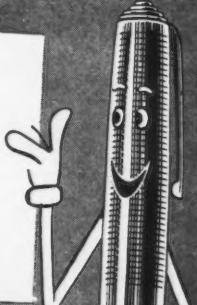


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MAKES TEACHING EASIER...MORE INTERESTING**

Makes effective flash cards, signs and visual aids, quickly. Holds children's attention. NO special art ability necessary. Once you try a genuine Marsh "77," you'll wonder how you ever got along without it!

EXCLUSIVE MARSH "77" FEATURES:

- ★ Fits your hand like a fine fountain pen.
- ★ Marks on any surface with instant drying ink.
- ★ Guaranteed not to leak.
- ★ Cap snaps on-off easily.
- ★ Smooth-Flow ink control.
- ★ Ten colors available.

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